

Oakway Infant School

Inspection report

Unique Reference Number	121900
Local Authority	Northamptonshire
Inspection number	359113
Inspection dates	1–2 February 2011
Reporting inspector	Charalambos Loizou HMI

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Symon Dawson
Headteacher	Cheryl Buckle
Date of previous school inspection	9 October 2007
School address	Off Oakway Wellingborough NN8 4SD
Telephone number	01933 678714
Fax number	01933 403160
Email address	head@oakway-inf.northants-ecl.gov.uk

Age group	4–7
Inspection dates	1–2 February 2011
Inspection number	359113

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

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

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

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

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

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 16 lessons and an assembly. They observed the 12 teachers who were teaching at the time of the inspection. Meetings were held with representatives of the governing body, staff and pupils, and inspectors spoke to some parents and carers. Inspectors observed the school's work and scrutinised the arrangements in place to safeguard pupils, the school's development plan and self-evaluation, as well as assessments and data that teachers use to monitor pupils' progress. Questionnaire returns from 75 parents and carers were analysed as well as those from staff. Pupils' views were sought by inspectors through discussions and the scrutiny of the results from pupil surveys undertaken by the school.

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

- Are pupils making enough progress in reading, writing and mathematics?
- Has the Early Years Foundation Stage improved books and resources sufficiently since the school's last inspection to accelerate children's progress in language and communication?
- Is the teaching consistently effective across classes and how well do teachers use assessment to plan lessons that offer the right level of challenge for all pupils?
- How well does the governing body work with senior staff to evaluate the impact of the school's work on the progress and performance of pupils and staff?

Information about the school

This is an average-sized infant school that has increased in pupil numbers since its last inspection. The Early Years Foundation Stage comprises three Reception classes for four-year-olds. The governing body manages an after-school club which accommodates up to 16 children, including a small number of four-year-olds and older pupils from the school, as well pupils from other schools in the area. The majority of pupils are of White British heritage and others come from a wide range of minority ethnic backgrounds. A high proportion of pupils join or leave the school at times other than the start of Reception and the end of Year 6. The school has a well above-average percentage of pupils who are in the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above that of most schools. The main areas of additional need include moderate or specific learning difficulties such as speech and language, emotional or behavioural difficulties, autism or physical and sensory impairment. There have been significant staff changes since the school's last inspection. The school has national Healthy Schools status and the Active Mark. The school has a children's centre on its site and this was inspected separately by another one of Her Majesty's Inspectors but is not part of this inspection report.

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

2

Main findings

The school provides a satisfactory education. There are many good features. Pupils are enthusiastic learners. Relationships between staff, pupils and parents are warm and trusting. The leadership team, governors and staff have adapted well to the increase in pupil numbers and the demands placed on the school as a result of the high transition of families moving in and out of the area. The teaching is good and underpinning this is strong and ambitious leadership which has been successful in sustaining an improvement to pupils' attainment since the last inspection.

Pupils achieve well in relation to their low starting points when they join the Reception classes. Attainment in reading, writing and mathematics by the end of Year 2 is improving steadily and is in line with the national average. There has been marked improvement in the levels pupils reach in writing and mathematics, but less so in reading because they lack the confidence or ability to read independently. The teaching of letter sounds is consistently good across the school, with good foundations laid in the Reception classes, as the children are encouraged to use and share books, and write from an early age. However, some children in the Reception year are not always challenged enough or their learning extended towards higher levels because the work provided for them is not sufficiently matched to their needs and abilities.

The school is committed to equality of opportunity for all pupils. Welfare and inclusion are strong features of its provision. Skilled teaching and support enables pupils in the early stages of learning English to engage in conversation with others as well as learning to read and write using bi-lingual resources. Skilled support is also provided for pupils who find learning difficult, which is helping them to make good progress as many attain levels that are above those of their peers nationally. The staff provide strong pastoral support and care for pupils whose circumstances make them most vulnerable, particularly those with emotional and behavioural difficulties or with specific learning or physical disabilities. The specialised nurture groups are very effective in managing pupils' emotional difficulties so they can fully integrate in school and learn well. Excellent partnerships with welfare and social care agencies, as well as other schools, pre-school settings and the neighbouring children's centre, enhance the school's work to provide for pupils and families. Although attendance rates are low, the school is making significant inroads into reducing persistent absence by working with welfare services and families. The school continually encourages parents and carers to ensure that their children attend school regularly but there remain a small minority of families that do not respond to its extensive efforts.

Pupils' behaviour is satisfactory overall and the vast majority of pupils say they feel safe in school. They behave well in lessons and around the school, however, when playing outdoors at break times there are isolated incidents of unacceptable behaviour which sometimes go unchallenged. Some pupils are not aware of the consequences of their

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

actions when playing with others and, as a result, some do not always feel safe. Inspectors agree with the vast majority of parents and carers who returned inspection questionnaires that their children are safe in school. Although supervision is well managed at break times, some staff do not always do enough to encourage all pupils to behave as well as they should in the playground.

The leadership team and staff have tackled the issues from the last inspection well and despite many staff changes, have maintained good teaching and learning. Assessments of pupils' learning and the monitoring of pupils' and teachers' performance are sharp and accurate. The governing body provides good and committed support, and plays a significant role in monitoring the performance of the school. The school is successfully adapting to the challenges it faces as pupil numbers grow and families in the local area start to settle. The school is well placed to face up to these challenges. It demonstrates good capacity to sustain further improvements and provides satisfactory value for money.

Up to 40% of 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?

- Ensure that all pupils develop attitudes and values that will prepare them well for the future by:
 - improving their behaviour during break times or when playing outdoors with other pupils
 - promoting a better understanding of how to stay safe to improve their awareness of the risks they might face and the consequences of their actions
 - improving attendance so that it is much closer to the national average in order to minimise any disruption that absence causes to their education.
- Raise attainment in reading by building on the effective teaching of letter sounds, and providing more opportunities for pupils to read widely and independently to increase the proportion reaching age-related levels.
- Improve opportunities for children in the Early Years Foundation Stage to extend their learning by planning work that is more closely matched to their needs and abilities.

Outcomes for individuals and groups of pupils

3

The pace and quality of learning in lessons is good and attainment is rising as a result. The work seen in pupils' books in English, mathematics and science shows consistency and high expectations. Pupils enjoy learning because teachers provide practical and stimulating tasks, although they do not always allow time for pupils to read more extensively for sustained periods. The much improved library resources are helping pupils to choose their own books, although they are not always encouraged to read a broad range of genres or books independently. In lessons, pupils generate ideas with others when talking to their partners and are often asked to explain their methods in mathematics. For example, when pupils in Year 2 collaborated well to identify and explain the key properties of plane shapes.

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

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

The vast majority of pupils feel safe because they trust that adults will help them, but some say that when playing outdoors a small number of pupils are a bit too rough. The staff deal effectively with any rare incidents of bullying and records show that there has been no racial harassment. Pupils from a wide range of backgrounds enjoy each other's company and learn and play together happily. When pupils make friends with those who can speak other languages they often enjoy learning to speak phrases and words, for example, in Polish, Lithuanian or Bengali. Pupils have a good understanding of how to eat healthily and many commended the improvements to school lunches which they rightly say are healthy and varied. Many pupils participate in a good range of sports and activities after school which successfully encourage them to be fit and healthy. Pupils know that their ideas and views are respected and their efforts valued. School councillors are mature and take their responsibilities seriously, for example, when representing the views of others at their meetings. Pupils have good opportunities to contribute to their community when participating in visits, including a residential visit for Year 2 pupils, or improving the school garden and local area. The pupils have a good sense of their community, and are gaining an insight into the changing ethnic and cultural diversity of the local area.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The pace of learning in lessons is often good. Teachers use assessments well to group pupils by ability for English, mathematics and the daily phonics (letter sounds) sessions.

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

These arrangements are successful and account for the improvements to pupils' attainment. However, there are missed opportunities in some lessons to use a wider range of books, visual aids and reading resources that encourage pupils to research or read widely. In the most successful lessons, pupils are thoroughly absorbed by the subject matter, especially if the books and materials interest and motivate them. This was the case in an excellent English lesson for Year 2 pupils when they read about the experiences of Florence Nightingale during the Crimean War. This captivated their interests and encouraged them to write clearly using a range of adjectives that produced a high standard of reading and writing. In mathematics, pupils make good progress investigating numbers and calculations, or when exploring shapes and measures. Some lessons leave too little time for extended learning or for pupils to learn through trial and error because the tasks are either too easy, or there is too much direction provided by adults. Teachers use assessment well to check if pupils are on course to reach challenging targets.

A common strength is that pupils understand what is expected and what they are going to learn in lessons. Although pupils engage in self-assessment exercises and periods of reflection when sharing ideas with their talk partners, these opportunities are sometimes too superficial to enable them to consolidate their learning. Teachers' marking is used well to inform pupils about the next steps to their learning, although this varies across classes.

The curriculum often draws together a good range of creative subjects such as art and music. There are good opportunities for pupils to use information and communication technology to write stories using a word processor and include pictures using computer graphics. Topics incorporate a stimulating number of visits to places of interest or activities that will help the pupils improve their personal skills and confidence. Pupils learn about the natural world in a rural environment when, for example, Year 2 took part in a residential visit. Extra-curricular activities and the extensive range of additional provision such as breakfast club, homework and extra language lessons, as well as the effective after-school club, provide varied and rich opportunities for pupils to broaden their experiences and interests.

Pupils develop a range of core skills that prepare them adequately for the future, despite the disruption that may be caused to the education of those whose attendance is poor. The school provides good care, guidance and support for pupils, which is carefully targeted to remove barriers for those who experience learning difficulties. In particular, the activities planned in the nurture groups, are very effective in supporting pupils whose circumstances cause them to be vulnerable.

These are the grades for the quality of provision

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

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

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

How effective are leadership and management?

The headteacher and leadership team monitor and evaluate the school's work well and have established an effective process of audit and review. This has helped to identify the right priorities for staff training and development which have sustained good teaching and learning since the school's last inspection. Pupils' progress reports and shared planning between teachers in each year group reflect the school's commitment to equal opportunities for all. They have helped to raise the attainment of pupils of all backgrounds and abilities. The targets set for more-able pupils have improved standards so that national comparisons and assessments show an increasing proportion of them exceeding age-related levels by the end of Year 2. However, there is scope to improve the impact of reviews of pupils' performance in reading to establish clearer priorities and actions that will sustain a consistent rise in attainment in reading. The progress made in each of the priorities set out in the school's development plan enable leaders and the governing body to measure how well the school is doing to reach each objective. However, some objectives are too broad or lack focus to judge the impact of the school's work.

The leadership team and governing body are good at listening to, and acting on the views of pupils, parents and carers. This accounts for the good level of parental satisfaction expressed in the inspection questionnaires. Subject leaders and teachers engage in a range of activities to help them evaluate accurately how well pupils are doing, for example, they carry out joint evaluations and moderation exercises when looking at pupils' workbooks.

The school makes a good contribution to community cohesion as pupils have many opportunities to learn about the different religious, ethnic and cultural traditions that exist in the local area and in the United Kingdom. In addition, the staff are increasingly identifying different ethnic groups in their assessments to measure the impact of the teaching on pupils' progress. The after-school club is well managed by a well-qualified staff team, and this provision enhances the school's extended child care provision and the strong links it has with other schools and the local community.

At the time of the inspection all requirements to keep pupils protected and safe were met well. There are robust arrangements in place to ensure that only suitable adults come into contact with pupils. Risk assessments ensure that resources, activities and the school site provide a safe environment for children. There is a strong ethos of care and respect amongst the whole staff team as they are committed to ensuring the well-being of every pupil. However, the leadership team has yet to review supervision arrangements at break-times to ensure that all staff are effective in ensuring that pupils behave well and play safely outdoors.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Reception children start school with skills and aptitudes that are well below those expected of four-year-olds. They make good progress even though attainment is below that expected of five-year-olds in most areas of learning by the time they start Year 1. The staff provide a stimulating range of activities that broaden children's knowledge and understanding, laying good foundations for their learning and development. The children make good progress linking letters and sounds to words through songs, nursery rhymes and the much improved range of story and non-fiction books. The staff are skilled at making learning fun and give careful attention to individual children, which benefits the children's personal development most. Books are used well to stimulate interest and curiosity, like the recent work done with dinosaur books to produce writing, pictures and models. Children's physical development is improved well through the many opportunities they have to play outdoors or go swimming at the on-site pool.

Teachers and support staff are sensitive and relationships are warm and trusting where each child is valued and rewarded for their efforts. Assessments are carried out frequently as the staff observe, assess and evaluate children's learning and progress using objectives pasted in their workbooks. The teaching is satisfactory with good sensitive support that is responsive to the needs of the children, so that the progress children make in their personal and social development is very good. However, the tasks provided for the children are not always tailored specifically enough to their abilities so do not always extend their learning or enable, for example, more able children to reach higher levels in language or number and problem solving. Children explore and develop their physical and creative skills using different textures when drawing or painting. They benefit from working in the well-resourced outdoor and indoor areas safely and productively. They have opportunities to initiate their own ideas, but adults sometimes miss opportunities to extend or explore these further through questioning. The Early Years Foundation Stage is

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

led and managed satisfactorily and the staff work cooperatively ensuring there is a smooth transition between Reception and Year 1. All staff are very committed to their role in managing children's welfare and this is a strong feature of the support provided for the children. Evaluations of the children's progress and performance are recorded systematically in the children's 'learning journeys', although these sometimes report what the children have done rather than what they have learned. A small number of Reception children also benefit from the well-run after-school club, which provides parents with additional child care provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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

Most parents and carers who returned inspection questionnaires hold mainly positive views. This constitutes nearly a third of all parents and carers, which is broadly in line with the average rate of questionnaire returns compared with all primary schools. They believe that this is a caring and supportive school. Inspection findings support these views. A significant proportion of parents (13%) expressed concern about the way the school deals with unacceptable behaviour. Inspectors found that the school could do more to encourage good behaviour at all times, especially when pupils are playing outdoors at break times. Inspectors endorse the view of the vast majority of parents and carers returning questionnaires that their children are safe in school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oakway 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	45	41	55	0	0	0	0
The school keeps my child safe	27	36	44	59	1	1	0	0
My school informs me about my child's progress	23	31	48	64	4	5	0	0
My child is making enough progress at this school	25	33	45	60	4	5	1	1
The teaching is good at this school	31	41	42	56	0	0	0	0
The school helps me to support my child's learning	28	37	42	56	3	4	0	0
The school helps my child to have a healthy lifestyle	25	33	46	61	3	4	1	1
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)	20	27	45	60	4	5	0	0
The school meets my child's particular needs	22	29	48	64	1	1	1	1
The school deals effectively with unacceptable behaviour	19	25	44	59	10	13	0	0
The school takes account of my suggestions and concerns	21	28	46	61	5	7	0	0
The school is led and managed effectively	24	32	45	60	2	3	0	0
Overall, I am happy with my child's experience at this school	29	39	42	56	2	3	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

Common terminology used by inspectors

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



3 February 2011

Dear Pupils

Inspection of Oakway Infant School, Wellingborough, NN8 4SD

The inspectors really enjoyed meeting and talking to you, including the school council who were very helpful and mature. We have judged that you go to a satisfactory school. The inspectors were pleased with your good behaviour in lessons but have asked your teachers to make sure that some children behave better when playing outdoors at break times. Some children have told inspectors that they do not like it when children do not behave well in the playground as it sometimes makes them feel unsafe. Most children are well behaved, so well done and keep it up. You are all safe in school because the adults look after you well.

You are making good progress in lessons but we would like your teachers to help you to do even better with your reading. They can help you do this by giving you more time to read a wider range of books, like when you go to the school library every week. Your teachers and support staff provide you with mainly good lessons and some of you have told us that your work is fun and that you enjoy school. We noticed that some of you do not come to school every day though, so your teachers are trying very hard to work with your parents and carers to make sure that you all come every day and on time. Well done to those classes who have improved their attendance - I could see these displayed very well on the big 'Smile' board. The headteacher, staff and the governing body work well together to help the school to grow and improve. Your writing and mathematics work has improved very well and we were very pleased with the way you try hard in lessons.

We have asked the teachers and staff in the Reception classes to provide the children with more work that is not too easy or hard but challenges them all a bit more.

You and your parents and carers can help too by making sure you always behave well and come to school every day and on time. I wish you, the staff and governors the very best and am so pleased to have met you.

Yours sincerely

Charalambos Loizou

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.