

INSPECTION REPORT

WINDSOR PARK CE (C) MIDDLE SCHOOL

UTTOXETER

LEA area: Staffordshire

Unique reference number: 124451

Headteacher: Mr C James

Reporting inspector: Philip J H O'Neill
3162

Dates of inspection: 14th – 16th October 2001

Inspection number: 188160

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed secondary

School category: Voluntary controlled

Age range of pupils: 9 - 13

Gender of pupils: Mixed

School address: Springfield Road
Uttoxeter
Staffordshire

Postcode: ST14 7JX

Telephone number: 01889 563365

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Appropriate authority: The governing body

Name of chair of governors: Mrs R Rajaratnam

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Windsor Park is a middle school catering for boys and girls from 9 to 13 years of age. It mainly serves the immediate community and some surrounding villages. Pupils transfer from four first schools, two of which are small and situated in the villages west of the town, the other two are larger and are situated in the northern half of Uttoxeter. Pupils also come from various other schools further afield, including junior schools. The area closest to the school comprises mainly owner-occupied houses, although the school also receives pupils from local authority housing. There is little evidence of significant social deprivation. Overall the intake is average in relation to the standard measures of social advantage.

The school has 487 pupils on roll, with about equal number of boys and girls. The number on roll has remained stable over recent years. At the time of the previous inspection there were 466 pupils at the school. The school is bigger than most middle schools nationally. The number of pupils joining the school other than at the usual time of admission and the number leaving before the age of transfer is small. The school is over-subscribed.

At 9.7 per cent, an average proportion of pupils is eligible for free school meals. This proportion has not changed significantly over the years. The percentage of pupils identified as having special educational needs, at 7 per cent, is below average, but the percentage with statements of special educational need, at 5.5 per cent, is well above. A well below average number of pupils come from ethnic minority backgrounds. Very few pupils speak English as an additional language.

Pupils have been joining the school with average levels of attainment. The pattern of attainment on entry to the school is steadily improving. At the time of the previous inspection attainment on entry was judged to be below average.

HOW GOOD THE SCHOOL IS

This is a very effective school, providing very good value for money. Very good leadership in the successful drive towards sustaining good standards of attainment ensures that the pupils are well taught. Pupils respond very well to their lessons. A team of very committed staff provides a lively and stimulating environment in which pupils thrive. The school's strengths far outweigh the areas needing further improvement.

What the school does well

- The leadership of the school is clearly focused on maintaining good standards of attainment.
- The pupils experience a high proportion of good and very good teaching.
- The pupils feel safe as a result of the caring environment provided. This is reflected in the quality of relationships amongst the pupils and between pupils and staff and the excellent behaviour in lessons and around the school.
- There is very good support for the spiritual, moral and social development of the pupils.

What could be improved

- Pupils' skills in discussion are not always used well across the curriculum.
- Pupils are not well prepared to live in a multicultural and multifaith society.
- Reports to parents are not always clear enough to be helpful.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then standards have improved as has the quality of teaching. The governors and staff responded decisively to the issues raised, with the consequence

that the school has made good advances in its development. Marking and assessment arrangements are now more effective in drawing pupils' attention to what can be done to improve their performance. Teachers have made considerable advances in the use of the information gathered during assessment to plan future work. Religious education, seen as having had significant weaknesses in the previous inspection, is now very well taught in accordance with the locally agreed syllabus and pupils achieve good standards. Planning for school development now includes longer term targets which are clearly understood, achievable and measurable. Decisions about expenditure are closely linked to agreed priorities. Progress towards agreed targets is now carefully monitored with the effective involvement of the governors. The timetable has been modified to ensure better coverage of the National Curriculum. The pupils' experience is enriched by involvement in the pilot stage of the national strategies for the development of literacy and numeracy in Years 7 to 8. There has been a concerted effort to ensure that all pupils, irrespective of talent or temperament, are included in all the school offers. Setting arrangements work clearly to the advantage of all pupils and the provision for pupils with special educational needs has been much improved. The school has the drive, the imagination and the clarity of vision to continue to take significant strides forward in its development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	B	B	A	well above average A above average B average C below average D well below average E
mathematics	C	A	A	A	
science	A	A	A	A*	

The above table shows that standards of attainment in the National Curriculum tests are good in English and very good in mathematics and science in relation to all 11 year-olds nationally. In comparison with similar schools, standards in English and mathematics are well above average, whilst in science standards reached are in the top five per cent nationally. Teachers' assessments reflect the results of the tests. Boys' and girls' results are comparable. This does not reflect the national trend; the school explains simply that it does not expect a difference in the attainment of boys and girls. There has been an upward trend in both boys' and girls' results over the years. The overall trend has been above the national trend. The school sets and meets challenging targets for attainment.

In lessons and in work seen, there are very good standards in science, design and technology, geography, French and physical education. Standards are good in English, mathematics, art, history, information and communication technology and religious education. Pupils reach satisfactory standards in music.

Standards of literacy are good and pupils use number well in their work in other subjects. Pupils achieve well in relation to their attainment on joining the school. They make particularly rapid advances in their knowledge and understanding of science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' very good attitudes to their work are revealed in the speed with which they settle down to work and the way they sustain their

	with which they settle down to work and the way they sustain their attention without the constant intervention of the teachers.
Behaviour, in and out of classrooms	Behaviour is excellent in lessons and around the school. The pupils show a deep respect for their school and their teachers. Exclusions tend to be uncommon.
Personal development and relationships	Pupils relate very well to one another and to their teachers. The teachers, in turn, work very positively with the pupils.
Attendance	Attendance is good. Pupils arrive on time to school and lessons start punctually.

A marked feature of lessons is the enthusiasm with which pupils respond, often initiating questions and challenging one another's views. This is a school where pupils clearly have a voice. Pupils appreciate and use well the open access to the school when they first arrive in the morning, during breaks, at lunchtime and after school.

TEACHING AND LEARNING

Teaching of pupils:	Years 5 – 6	Years 7 – 8
Quality of teaching	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good, with a significant proportion of very good teaching and none that is less than satisfactory. At the heart of the teaching lies the teachers' enthusiasm for their subjects. This communicates itself to the pupils, who, in turn, respond by working to the full extent of their competence. The quality of questioning is another strength. In the best lessons, pupils are encouraged to initiate questions and to give free rein to their ideas. However, too often the pupils' fluency in English is not used to best effect in all subjects by encouraging them, for instance, to elaborate on their answers or to support their opinions with reasons.

English and mathematics are taught well. Science is particularly well taught, through the thorough and imaginative planning of investigations. All pupils are included in the experimental work and get a real feel for scientific enquiry. In geography, there is some skilled linking of what is taught to what pupils learn in other subjects. In French, a real strength is the range of opportunities planned for pupils to speak the language. In physical education, there is some excellent teaching rooted in a thorough knowledge of the subject and in the skill with which teachers steadily build up the demands of the practices. There is some good work in music, but listening and theoretical aspects are not clearly related to performing and composing activities.

The needs of all pupils are met through sensitive planning and good use of time spent in lessons with individual pupils. Pupils with special educational needs are taught well in lessons and through special help given when withdrawn from lessons. Teachers attend carefully to the needs of the few pupils from ethnic minority backgrounds, including any difficulties experienced with English. Able and talented pupils are helped to achieve to the full extent of their competence.

Pupils are good learners. They develop their knowledge and skill at a good rate as a result of their commitment to their work. They sustain a good pace in lessons. Their interest and enthusiasm knows no bounds. There were a few cases where they heartily welcomed homework. They have a good knowledge of their own level of attainment and generally know how to do better. Pupils with special educational needs are at ease with their work as a result of the very good support they receive.

The few pupils for whom English is an additional language learn as well as their peers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The pupils experience a very good range of opportunities for learning, which engage their interests and enthusiasms. The programme of extra-curricular activities is a real strength.
Provision for pupils with special educational needs	These pupils are given very good support in lessons and when they are withdrawn from lessons for special help
Provision for pupils with English as an additional language	These pupils are looked after well. Their progress is carefully monitored and they are given every help possible when they experience difficulties. They are quick to acquire fluency and confidence in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides excellent support for the moral and social development of the pupils and nurtures their spiritual development very well. What it provides to encourage pupils' cultural development, though satisfactory overall, does not prepare pupils adequately to live in a multicultural society.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. The school gives the pupils great confidence in themselves and this ensures that the very good support given by the teachers is strengthened by the fact that the pupils are very good at looking after one another.

The school works well with parents in collaborating with them in the education of their children. Assessment is used well to identify pupils' strengths and areas where they could improve their work. The recent introduction of counselling for pupils who experience difficulties is an imaginative development. The school works hard in all it provides to raise the confidence of pupils in their own capacity to succeed, irrespective of their levels of attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and the clarity of vision given to the school by the headteacher are a strength and a key to the standards achieved. He is supported by a strong management team.
How well the governors fulfil their responsibilities	The governors work closely with the school in fulfilling their statutory responsibilities. They know the school well.
The school's evaluation of its performance	The school is very good at taking stock and evaluating its effectiveness, comparing and contrasting its performance with that of other middle schools.
The strategic use of resources	The school keeps a sharp eye on how resources are used. Decisions about large items of expenditure are guided by a long-term view of the school's development.

The school has the right level of staffing and resources to meet the demands of the curriculum.

Accommodation is satisfactory, with some overcrowding in lessons. The willingness to embrace change that is clearly of benefit to the school and the effort made to ensure that all pupils get a fair deal lie at the heart of the management of the school. The governors ensure that, in all major decisions about expenditure, considerations of cost and value are paramount.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high expectations the school has for their children's success • The extent to which the school seeks to create mature and responsible citizens • The quality of teaching • The quality of the pupils' behaviour 	<ul style="list-style-type: none"> • The clarity of reports on their children's progress • The amount of homework – some think there is too much and others that there is too little • Some feel that the school does not work closely with them

Inspectors strongly agree with the parents' positive views on the school. They agree, too, that reports on the pupils' progress are not always clear enough to be helpful. They feel that homework is used well to support pupils' learning and that pupils get just the right amount. The school has taken on board the perception that it does not work well with parents and has already taken steps to remedy this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership of the school is clearly focused on maintaining good standards of attainment.

1. The school has gone from strength to strength as a result of addressing the issues raised at the previous inspection. The headteacher's trust in the staff shows itself in the quality of delegation, which is very good. Those who are given responsibility are also provided with the support to do the job. The headteacher has been the driving force behind the establishment of a management structure in which systems of accountability are clear and very effective. He harnesses the complementary skills of his deputies to good effect and works very positively with his other senior colleagues. The governors are very well led in the exercise of their responsibilities. They are well informed about the school through regular visits and a comprehensive annual report from the headteacher. They are assiduous in keeping track of the standards achieved and are ready to seek explanations for any anomalies that arise. Together, the managers of the school form a cohesive, self-critical group committed to the good of all pupils and to the standards they need to achieve to succeed in life.
2. The management of the curriculum is a great strength of the school and is a key factor in the good standards achieved. The commitment to the inclusion of all pupils to the fullest extent of their capabilities in the wide range of opportunities for learning available is another key feature. The improvements to the support offered to the pupils with special educational needs has helped them to feel at home with their studies and to experience a real sense of worth when they see their often hard-won achievements acknowledged.
3. The good results in the National Curriculum tests, particularly when they are set against the attainment of similar schools, are the fruits of consistent monitoring and support of teachers. Against the national trend, the school has ironed out the differences between the attainment of boys and girls. Good and often very good standards in lessons and in the pupils' work bear further witness to stimulating and creative teaching experienced by the pupils and very good management.

The pupils experience a high proportion of good and very good teaching.

4. The overall quality of teaching is good, with a significant proportion that is very good. Some excellent teaching was also seen. There was no evidence of unsatisfactory teaching. The teachers' enthusiasm for their subjects communicates itself to the pupils. They appreciate the almost eccentric immersion of some teachers in what they teach. The use of subject specialists in all subjects has worked well in making clear to pupils the demands of the different disciplines and in providing them with the depth and breadth of understanding required to reach the higher levels of attainment. The use of questioning is a strength in many lessons. Where questioning works well, teachers allow the pupils' ideas to flow by inviting them to elaborate on their answers. Teachers are often adept at testing for understanding by asking the right questions. Pupils are often encouraged to give free rein to their ideas, to initiate questions and to challenge the opinions of their peers
5. English and mathematics are taught well. There is a good emphasis on getting the basic skills right. Science is particularly well taught, through the thorough and imaginative planning of investigations. All pupils are included in the experimental work and get a real feel for scientific enquiry. In design and technology, pupils are prepared well for testing rigid structures. In art the pupils are given very good stimulus material, resulting in refinement in the use of line in their sketches of buildings. In geography, there is some skilled linking of what is taught to what pupils learn in other subjects. In history, pupils exploring the characteristics of different social classes are helped through good questioning to say why people find themselves in different circumstances. In French, a real strength is the range of opportunities planned for pupils to speak the language. The pupils respond with some admirable attempts to sustain a simple conversation. There is some good work in music, but listening and theoretical aspects are not clearly related to performing and composing activities. In physical education, there is some excellent teaching rooted in a thorough knowledge of the subject and in the skill with which

teachers steadily build up the demands of the practices. Very good teaching in religious education encourages pupils through guided reflection to explore their own thoughts and feelings. The real strength of this work is that it leads to some impressive personal writing.

6. Pupils are good learners. They develop their knowledge and skill at a good rate as a result of their commitment to their work. They sustain a good pace in lessons. Their interest and enthusiasm knows no bounds. There were a few cases where they heartily welcomed homework. They have a good knowledge of their own levels of attainment and generally know how to do better. Pupils with special educational needs are at ease with their work as a result of the very good support they receive. The few pupils for whom English is an additional language learn as well as their peers.
7. What is remarkable is the detailed knowledge teachers have of their pupils. This puts them in a strong position to take account of the differences in temperament and talent. The pupils themselves recognise the climate of inclusion and often help one another to understand the tasks, particularly when they work in groups.

The pupils feel safe as a result of the caring environment provided. This is reflected in the quality of relationships amongst the pupils and between pupils and staff, and the excellent behaviour in lessons and around the school.

8. This is a school abounding with happy pupils eager to tell visitors about what a nice place it is and how good their teachers are. The school buildings and grounds are excellently maintained and appreciated by the pupils. The playground is a safe place for all. The pupils play constructively and are very good at ensuring that nobody feels left out. The pupils appreciate the open door policy, by which they have access to all parts of the school as soon as they arrive in the morning, during break-times, at lunchtime and after school. When interviewed, they remarked that they are never bored, and that there is always something of interest going on.
9. The teachers relate very positively to the pupils. Breaches of good order are handled in a constructive way so that the pupils feel they are forgiven and can make a fresh start. It must be said, however, that the pupils' behaviour is excellent. A very significant factor is the pupils' trust in the fairness of the rules and their application and the level of responsibility they take for preserving the secure world they experience at the school. They are good at bringing one another to order when the occasion demands it.

There is very good support for the spiritual, moral and social development of the pupils.

10. The school is true to its commitment, stated in the prospectus, to foster the moral and spiritual development of each child. It does much to ensure that pupils have opportunities to reflect on issues that are of deep personal concern to them. Assemblies are focused on matters that touch the lives of the pupils. Other activities help pupils to come to grips with world events that they have difficulty in comprehending. For example, they wrote thoughtful letters to the families of those caught up in the tragic loss of life in the recent terrorist attacks in New York. The pupils are encouraged to respect their own ideas and their capacity for coming to understand their world. The difference between right and wrong is regularly reinforced when teachers respond to incidents of misbehaviour. The pupils are strongly supported in resolving their differences by peaceful means. The use of well-managed group work in lessons helps the pupils to relate constructively to one another. The opportunities provided for pupils to present their work to their peers encourage them to give praise where praise is due and to acknowledge the effort required in some cases to achieve modest results. The pupils have many opportunities for the exercise of responsibility. This is very evident in the way that they are trusted to use the classrooms, computers and other resources any time they are free to do so. This policy of open access to the school is valued by the pupils. They, in turn, take great care of the resources they use. The excellent programme of extra-curricular activities gives pupils a wide range of opportunities for their social development.

WHAT COULD BE IMPROVED

Pupils' skills in discussion are not always used well across the curriculum.

11. There is much that is good in the work on the development of literacy across the curriculum. This is focused on writing and on reading. There is less refinement in the way that discussion is used to extend pupils' language. There are missed opportunities for pupils to extend the answers they provide when questioned in lessons. Pupils are not asked often enough to justify their opinion by providing reasons or by comparing their views with other possible accounts. Teachers sometimes unwittingly answer their own questions or confine themselves to closed questions that demand only a limited answer. There are also some missed opportunities to use discussion as a stimulus for writing. This is evident across most subjects.

Pupils are not well prepared to live in a multicultural and multifaith society.

12. The school population is almost exclusively white and British. It is all the more important that pupils are prepared to live in communities not so constituted. There is some attempt in religious education to introduce pupils to the diversity of world religions. In art, there is some work, for example, on the history of mosaics in other cultures. In geography, pupils become familiar with the cultural significance of preserving the Amazonian rain forest. In other subjects, however, there is little meaningful attention to the development of the pupils' knowledge, understanding and awareness of the cultural diversity of British society.

Reports to parents are not always clear enough to be helpful.

13. The main difficulty experienced by parents is in understanding where their children stand in relation to what is expected for their ages. They also find that some of the language used is unclear. In some cases reports tend to refer to the ground covered rather than to attainment. Most parents are unclear about National Curriculum levels, with the consequence that reference to these levels does not help them to understand how well their children are achieving. The school has given some consideration to ways of making reports more informative but has not yet found a way that effectively addresses the issues raised by parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to maintain good standards of attainment the governors and staff should:

(1) Make better use of pupils' skills in discussion by:

- encouraging more extended answers to questions;
 - placing greater emphasis on providing reasons for opinions;
 - encouraging more exchange between pupils in the discussion of ideas.
 - using discussion to stimulate writing.
- (paragraph 10)

(2) Extend the opportunities offered to prepare pupils to live in a multicultural, multifaith society by:

- ensuring that all subjects make good use of the opportunities that arise
 - for exploring the multicultural significance of the work covered.
- (paragraph 11)

(3) Continue to explore ways of making reports on pupils' attainment and progress clearer and more helpful to parents by:

- ensuring that the language used is clear;
- providing clear analysis of what the pupils do well and what they need to do to improve.

(paragraph 12)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	13	2	0	0	0
Percentage	5	27	59	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Y5 – Y8
Number of pupils on the school's roll	487
Number of full-time pupils known to be eligible for free school meals	40

Special educational needs

	Y5 – Y8
Number of pupils with statements of special educational needs	29
Number of pupils on the school's special educational needs register	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.9

Unauthorised absence

	%
School data	0.0
National comparative data	0.4

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	49	57	106

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	45	41	48
	Girls	50	46	56
	Total	95	87	104
Percentage of pupils at NC level 4 or above	School	90 (75)	82 (83)	98 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	40	40	43
	Girls	51	47	47
	Total	91	87	90
Percentage of pupils at NC level 4 or above	School	86 (80)	82 (84)	85 (83)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	481
Any other minority ethnic group	4

Exclusions in the last school year

	Fixed period	Permanent
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: Y5 – Y8**

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	21.2

Education support staff: Y5 – Y8

Total number of education support staff	9
Total aggregate hours worked per week	96

Deployment of teachers: Y5 – Y8

Percentage of time teachers spend in contact with classes	73.9
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Average teaching group size: Y5 – Y8

Key Stage 2	27.9
Key Stage 3	26.9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	1008287
Total expenditure	1005078
Expenditure per pupil	2081
Balance brought forward from previous year	59900
Balance carried forward to next year	63109

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	500
Number of questionnaires returned	334

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	47	5	2	1
My child is making good progress in school.	42	48	1	0	4
Behaviour in the school is good.	40	51	2	0	3
My child gets the right amount of work to do at home.	24	54	12	2	5
The teaching is good.	45	48	1	0	3
I am kept well informed about how my child is getting on.	33	45	11	2	4
I would feel comfortable about approaching the school with questions or a problem.	51	33	8	2	2
The school expects my child to work hard and achieve his or her best.	60	35	1	0	2
The school works closely with parents.	31	47	13	3	4
The school is well led and managed.	47	41	5	1	4
The school is helping my child become mature and responsible.	49	43	3	0	4
The school provides an interesting range of activities outside lessons.	46	40	4	1	7

Other issues raised by parents

There were no other issues raised.