

# Etone College

Leicester Road, Nuneaton, CV11 6AA

**Inspection dates** 11–12 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Requires improvement	3
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Students' achievement requires improvement. Although students are now making much better progress than in recent years, the improvements have not yet had time to have an impact on raising students' attainment, particularly in Year 11.
- Gaps between the attainment of different groups, including disadvantaged students, disabled students and those who have special educational needs, and other students, remain too wide.
- Some inconsistencies in the quality of subject leadership mean that leaders of a few subjects are having less impact than others on the improving teaching and raising students' achievement.
- Literacy is not promoted in all subjects.
- Some Year 11 students are not on the most appropriate courses to achieve as well as they should. This is as a result of curriculum decisions about students educated off-site for part of the week which were made before the current leadership team took over.

### The school has the following strengths

- In a short period of time, exceptionally strong senior leadership, including governance, has had a significant impact on improving all aspects of the academy.
- Rigorous systems now monitor teachers' performance and students' achievement, so that prompt and effective action is taken to bring about required improvements. These are having an exceptionally strong impact.
- All staff are now held accountable for students' achievement.
- Highly effective professional development has rapidly improved the quality of teaching.
- Students behave well and demonstrate good attitudes to learning. They want to learn because teachers make lessons interesting and challenging.
- All students, including disadvantaged students, are now making much better progress in all key stages and across most subjects. Gaps between groups of students are narrowing.
- The sixth form is good. The students study courses that match their ability and they receive strong support and guidance. As a result, they develop confidence and resilience and make well-informed choices about their futures.

## Information about this inspection

- Inspectors observed the work of the academy at the start and end of the day, during break and lunch times, as well as during formal lesson times.
- Parts of 28 lessons were observed, 16 of which were, at the request of academy leaders, observed jointly with senior leaders. In addition to lessons, assemblies and tutor group sessions were observed.
- Inspectors held meetings with the executive headteacher, senior leaders, the Chair of the Governing Body, subject leaders, teachers, groups of students from each key stage, and individual students. In addition, a group of Year 8 students took an inspector on a tour of the academy and a telephone conversation was held with the designated member of the governing body responsible for safeguarding.
- Inspectors reviewed the academy’s self-evaluation, improvement plan, minutes of governing body meetings, subject review documentation, information about performance management, in-school progress and attendance data, and data on behaviour, bullying and exclusions. They also checked the single central record and looked carefully at safeguarding and related policies.
- Questionnaire responses were received and considered from 32 members of staff. No responses were available to the online questionnaire, Parent View, but responses to a questionnaire completed by 60 Year 7 parents following a recent parents’ evening were scrutinised. Inspectors also spoke briefly with a very small number of parents.

## Inspection team

Gwendoline Coates, Lead inspector	Her Majesty’s Inspector
Helen Reeves	Associate Inspector
Julian Souter	Additional Inspector
Kate Richards	Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- Etone College is smaller than the average-sized secondary school.
- The large majority of students are White British. Very small numbers of students from a variety of other ethnic backgrounds are represented at the academy, with Indian students forming the largest of these groups.
- The proportion of students who are disabled or have special educational needs is just below the national average.
- An average proportion of students are disadvantaged, and so supported by the pupil premium. This is extra funding provided by the government for students who are known to be eligible for free school meals and those who are looked after by a local authority.
- There are currently 43 students who study for one day per week at North Warwickshire and Hinckley College on a range of vocational courses, including animal care, childcare, construction, engineering, hair and beauty, motor vehicle, health and social care and performing arts. Of these, 31 students are on Level 1 courses and 12 are on Level 2 courses. In addition, a very small number of students have attended 'Positive About Young People', an alternative education provider organised by the local authority.
- The academy meets the current government floor standards, which set minimum expectations for students' attainment and progress at Key Stage 4.
- Significant changes to staffing, including to leadership and governance, have taken place since the last inspection. The academy joined the Matrix Academy Trust in February 2014. The executive headteacher took over the academy in May 2014. The Matrix Trust includes Barr Beacon School – an outstanding academy with Teaching School status.
- The executive headteacher is a National Leader of Education and is the executive headteacher of Barr Beacon School and of the Matrix Academy Trust. The Chair of the Governing Body is a National Leader of Governance and is the Chair of the Governing Body at Barr Beacon School and Chair of the Matrix Academy Trust Board.
- A substantive headteacher post for the academy is currently being advertised.

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

- Improve achievement by:
  - closing the gaps in the attainment of different groups of students, including disadvantaged students and disabled students and those who have special educational needs
  - ensuring that improvements in the progress students are making in their learning, including students in the sixth form, result in higher attainment
  - reducing the variation in attainment in different subjects so that attainment in all subjects at both Key Stage 4 and the sixth form is at least in line with or exceeds the national average.
- Improve the quality of leadership and management by ensuring that leadership in all subjects is as good as that evident in the strongest subjects, so that teaching and the progress students make in these subjects improve quickly.
- Further improve the quality of teaching, particularly in those subjects where teaching is not as good as in most other subjects, by:
  - ensuring that teachers sharpen their planning so that the most-able students in their classes make as rapid progress as they do in other subjects
  - extending the good practice in effective marking that is apparent in many subjects
  - making sure that, in all subjects, teachers plan more effectively to develop students' literacy skills and include a focus on literacy in their marking of students' work
  - extending the good practice in effective questioning that is apparent across subjects, to ensure that all teachers consistently check understanding, and challenge students to think hard and develop their oral skills.

## Inspection judgements

### The leadership and management are good

- Exceptionally strong leadership from the executive headteacher, supported by a very strong team of senior leaders has, in a very short period of time, had a huge impact on creating a culture of high expectations about what students can achieve, the quality of teaching that is acceptable and the quality of leadership at all levels that is needed to improve the academy.
- The current leaders have demonstrated a proactive, highly strategic and urgent approach to tackling the improvements needed in the academy, including in the sixth form. The academy has improved rapidly and sustainably. Students in Year 11 and in the sixth form are making faster progress than they have done in the past. However, due to the short time period since taking up their posts, leaders have not yet had time to raise the attainment of the current Year 11 students and students in the sixth form.
- Rigorous systems are now in place to check how good teaching is and how well students are doing, to identify underperformance and underachievement quickly, and to take prompt and effective action to bring about required improvements. These systems have had a significant impact in the current academic year on improving the quality of teaching and accelerating students' progress, including in the sixth form.
- In the past, assessment of students' work was not accurate or reliable. Substantial review work has been undertaken to identify the problems and to introduce appropriate training and moderation processes. As a result, leaders are now confident about the accuracy of assessment and the reliability of predictions about the standards of students' work.
- Systematic approaches to checking and evaluating the quality of provision are in place in subject departments and in the sixth form. As a result, the quality of leadership at subject level overall is now good. However, some inconsistencies remain in a few subjects and this is having an impact on the quality of teaching and on outcomes for students in these areas. Senior leaders are very aware of this and are taking supportive but decisive action to remove these inconsistencies.
- Highly effective training for teachers focuses sharply on identifying key areas for development and providing tailored support for individuals. This has brought about considerable improvements to the quality of teaching overall and to the impact of individual teachers on students' learning.
- A very strong focus on individual and collective responsibility and accountability for students' achievement is now in place. This includes much more rigorous management of teachers' performance, with all teachers having targets linked to outcomes for disadvantaged students.
- Etone College has received substantial support from Barr Beacon School and from the Matrix Trust. This has included leadership support at all levels, the provision of training and professional development, and the modelling of good practice. In addition, Etone College has provided Barr Beacon School with support in relation to its own good practice in physical education provision. The capacity of the senior leadership team has increased significantly through both partnership working with staff from Barr Beacon School and the development of leaders already at the academy.
- Leaders have not been afraid to make significant changes to staffing, holding staff to account and addressing underperformance. Succession planning is well organised and highly strategic. It is ensuring that strong leadership remains when the current executive headteacher is replaced by a substantive headteacher and leadership support from Barr Beacon is reduced.
- Self-evaluation is rigorous and accurate, and results in actions to improve the academy that are carefully planned and highly effective.
- The significant changes that have taken place over the last ten months have been welcomed by students and by staff. In discussion with inspectors, students consistently noted the positive changes that have been made to the quality of teaching, to behaviour and how safe they feel in the academy, and to how well they are now learning. Responses to the staff survey indicated an overwhelmingly positive view of changes in the school.

For example, 100% of responses said that the academy was well led and managed, that leaders improve teaching, that the academy effectively deals with bullying and that children are safe. Parents of Year 7 students who responded to a questionnaire were similarly positive.

- Pupil premium funding is being used very effectively. As a result, disadvantaged students currently in the academy are making more rapid progress and the gaps between their attainment and that of other students, although not yet closed, have narrowed significantly.
- Although academy leaders recognise that they have further to go, students' literacy skills have improved as a result of a range of new strategies, including a new marking for literacy policy and directed reading during form time.
- Leaders ensure that all students have the same chance to succeed. This can be seen in leaders' work to narrow gaps in attainment and to take decisive action against name calling of all kinds, and also in the academy's expectations regarding uniform and other aspects of dress code.
- The curriculum as a whole, and the personal, social and health education programme in particular, promote British values, tolerance and mutual respect for others, their faiths and customs. Different groups of students mix well together and this is encouraged by seating plans, supervised lunch times and the general ethos of inclusiveness that permeates the academy.
- The curriculum has been reviewed to ensure that it meets the particular learning needs of students of all abilities. Students now only study for qualifications that are valued by employers and further- and higher-education providers. A range of work-related subjects is offered, and the number of students studying off-site has been reduced significantly. A good range of extra-curricular and enrichment opportunities are provided. Advice and guidance for students at all key stages are good and help them to make informed choices about their next steps. Such advice begins in Key Stage 3 and includes visits to universities, careers fairs and other organisations, as well as visiting speakers on a range of topics.
- Curriculum decisions about a number of current Year 11 students educated off-site for some of the week were made before the current leadership team took over and, despite their best efforts, could not be changed. Academy staff monitor the attendance, behaviour and progress of these students to ensure that, despite the limitations of the curriculum offered, they are doing as well as they possibly can on these courses. This provision will not be used by the academy after this academic year.
- The academy's arrangements for safeguarding meet all statutory requirements and ensure that students are kept safe. Appropriate training is accessed by, and information and guidance is provided to, staff and governors, so that all are well informed about requirements and potential risks.
- **The governance of the school:**
  - The Chair and other members of the reformed governing body are rigorous in holding leaders to account for improving the academy.
  - Governors know the academy and the details of its performance very well. They are very clear about what students should be able to achieve and are challenging leaders very effectively to improve the quality of education so that all students have the opportunity to make at least good progress.
  - Governors know about the quality of teaching and insist on the importance of holding all staff to account about their performance in relation to students' achievement, and using this to influence teachers' and leaders' progress along the salary scales.
  - Governors have a good understanding of pupil premium funding and its impact, and have systems in place to ensure that the financial resources of the academy are managed effectively.
  - Governors are well informed about safeguarding procedures. Relevant governors have received appropriate training and understand the risks faced by young people; for example, in relation to e-safety, female genital mutilation and radicalisation.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of students is good. The highly effective changes to the systems and structure used to manage behaviour have rapidly improved students' behaviour, both in lessons and around the academy. A

calmer atmosphere prevails because students understand the rules, and what the consequences are if they break them. They know that teachers apply the rules consistently and fairly. As a result of these improvements, students are now focused on learning and do so in a safe, stimulating environment.

- Several key changes have contributed to this improvement, including a culture of high expectations about how students are expected to behave, a new uniform that students say they feel proud to wear, different lunchtime arrangements and the creation of increased opportunities for students to take leadership roles.
- Students are expected to demonstrate good manners and to show respect, and this is what inspectors witnessed during their visit to the academy. Behaviour in lessons and around the school is calm and students move to lessons quickly, unprompted by teachers. Students are polite and respectful of each other, of staff and of visitors. They look smart, whether in Year 7 in their uniforms or in the sixth form in their business dress.
- Students demonstrate good attitudes to learning. They want to learn because teachers make lessons interesting and challenging, and because they now know that achieving well is important for their future lives. Students commented favourably on the changes to inspectors: 'If you come here, you're going to learn now', 'People used to mess around but now it doesn't happen', 'There are consequences and rewards.'
- Behaviour over the last ten months has improved significantly. Records indicate a decrease in the number of referrals and detentions. The number of students not allowed to go to school for a short period because of poor behaviour has decreased and there have been no repeat offenders in Key Stage 3 since the current leaders took over.
- Inspectors saw very little evidence of low-level disruption in lessons during the inspection. Students told them that it did sometimes occur when lessons were not sufficiently interesting or challenging, such as, occasionally, in language lessons.

### **Safety**

- The academy's work to keep students safe and secure is good.
- Attendance and punctuality are given a very high priority by leaders in the academy. Attendance has improved significantly, including in the sixth form, and is now broadly in line with the national average. As a result of a clear focus by the school on the importance of attendance – 'missed lessons equate to missed opportunities' – most students now want to attend and want to learn. Punctuality is also improving.
- Absence rates for disadvantaged students and for disabled students and those who have special educational needs are reducing because the additional support these students are receiving means the attendance of these groups is increasing more rapidly than other students. Persistent absences are reducing because of improved support.
- Students say they feel safe in the academy and are taught well about how to keep safe. They say they get lots of support. 'There's a lot more support now with everything', was the comment from one student. Although more reliable recording has led to an increase in the reporting of incidents of verbal bullying, students say that bullying is rare and, when it does occur, it is dealt with quickly and effectively.
- The behaviour and safety of students studying away from the academy site for part of the week are monitored well and are good.
- Inspectors reviewed case study evidence and met with a number of students who face challenging circumstances in their lives. They have a clear understanding of the link between behaviour, attendance and learning, and say that the improved support, clear expectations about behaviour and improved teaching have improved their attitudes to learning and their attendance and behaviour.

### **The quality of teaching**

**is good**

- Teaching, including in the sixth form, has improved significantly because of the strong systems for checking its quality and the good support that has been put in place by leaders. Lessons routinely interest and stretch students. As a result, most students, including disabled students and those who have special educational

needs, disadvantaged students and the most-able students, are now making at least good progress in their learning in most subjects.

- Training for teaching assistants now ensures that they work more closely with class teachers and take more responsibility for students' learning during the lessons they support.
- Strengths in teaching include: high expectations of what students can achieve; highly effective planning that builds well on what most students already know and can do; teachers' very strong subject expertise; their excellent use of technology to demonstrate and explain concepts to students; strong questioning that probes students' understanding and makes them think deeply; the effective use of peer and self-assessment and of examination questions and marking criteria; and excellent approaches to marking that include getting students to learn from and respond to teachers' written comments on their work. As a result of strong teaching, students arrive at their lessons ready and eager to learn.
- In a Year 10 mathematics lesson on cumulative frequencies, precision planning allowed the teacher to challenge the most-able students effectively. The teachers' high expectations, the fast pace of learning and the excellent use of technology contributed to students rising to the challenge and pushing themselves to make good progress. In a Year 7 geography lesson about interpreting climate graphs, strong use was made of cross-curricular mathematics to support geographical learning; for example, in the use of measurement, averages and graphical representation. Effective questioning involved all students. In a Year 13 English lesson focused on developing essay writing skills, the teacher used good questioning to probe and deepen understanding and made good use of grade criteria to focus students on what they needed to do to improve. Analytical and detailed marking and feedback was evident.
- While most teaching is good or better, there are some inconsistencies. This is particularly in the teaching of languages but also in some other subjects. For a few teachers, their planning is not sharp enough to ensure that the most-able students in their classes make rapid progress. Not every teacher uses questioning as confidently as the majority to check understanding effectively, challenge students to think hard and develop their oral skills. Not all teachers in every subject plan effectively to develop students' literacy skills or focus sufficiently on literacy in their marking of students' work. While there is much very good practice in marking across subjects and key stages, not all marking is as good as best.

### The achievement of pupils

### requires improvement

- Attainment declined considerably between 2013 and 2014, so that, in 2014, only 46% of Year 11 students gained five or more GCSEs, including English and mathematics at grades C or above. This was well below what they were capable of. The improved progress being made by current students is reliably predicted to enable Year 11 students to reach much higher attainment in 2015.
- An increasing proportion of students have made the progress they should in English in recent years so that, in 2014, this was just below national expectations. In mathematics, this proportion fell in 2014 to well below national expectations. However, in the current year, students overall, and all groups of students, are making much better progress in all key stages and across most subjects. As a result, their progress in English and in mathematics in 2015 is expected to exceed national expectations.
- A stronger focus on the promotion of literacy in Years 7 and 8 is now having a positive impact on reading ability for all groups of students and, as a result, students are developing knowledge and understanding more quickly and making better progress.
- In 2014, disadvantaged students reached standards in GCSE English that were about one and a half grades below those reached by other students in the academy and other students nationally. In mathematics, they were about two and a half grades below those reached by other students in the academy and other students nationally. Predictions for current students indicate that the standards they will attain in 2015 are expected to rise sharply, and the gaps between their attainment and that of other students should narrow considerably.
- In 2014, the attainment of the most-able students (those who attained at least Level 5 at Key Stage 2) was below the national average, and the proportion making expected progress was below national expectations.

Current indications, based on the academy's own data, suggest that the proportion of most-able students making the progress they should has increased considerably. The use of early entry to examinations has limited the progress of the most-able students in the past.

- In 2014, the attainment of Indian students was significantly below that of other students, with only 21% gaining five or more GCSEs at grades C or above including English and mathematics. The academy's current data indicate that the progress these students are making is now at least in line with national expectations, and their attainment in 2015 is predicted to improve so that it will be above that of the predicted school average.
- The achievement of disabled students and those who have special educational needs has in the past been well below that of other students but is now improving rapidly, although gaps still remain. Teaching and support now meets the specific learning needs of students in these groups well and, as a result, many are making faster progress. Responses to a recent Year 7 parent questionnaire drew a very positive response about the help and support for these students.
- Year 7 'catch up' funding to support students who joined the academy with attainment below Level 4 at Key Stage 2 in English and/or mathematics is used very well. Support involves one-to-one and small-group tuition in English and mathematics, and a range of programmes to improve reading, including paired reading with sixth form students. As a result of this support, targeted students are making rapid and sustained progress and are beginning to bridge the gap between their attainment and that of other students.
- A number of Year 11 students who attend provision off-site for part of the week are on courses that are not well matched to their abilities and are thus likely to achieve below the levels of which they are capable. Leaders have ensured that these students are now making good progress in the courses they are studying in the academy.

### The sixth form provision

is good

- New leadership of the sixth form has resulted in changes that have raised students' expectations and aspirations. The same rigorous systems for checking how good teaching is in the academy are used in the sixth form, and similarly rigorous systems are in place in relation to the tracking of students' progress and the introduction of prompt and effective support to bring about improvement.
- Curriculum provision has been rationalised and a range of high-quality courses is now matched well to the particular learning needs of students. This is evidenced in the improved retention of students during Year 12, which is currently 100%, and from Year 12 to Year 13. Curriculum provision meets well the requirements of the 16-19 study programme, and students speak enthusiastically of their extra-curricular opportunities. They receive strong support and guidance that prepare them well for the next stage of their adult lives, whether this is at university, on higher-level apprenticeships, or other forms of training or employment. As a result, they are developing confidence and resilience and are making well-informed choices about their futures.
- Some of the curriculum provision is still developing; for example, in relation to personal, social, health and economic education. However, there is much provision already in place that supports and informs students about a range of issues that affect, or will affect, their adult lives so that they take their places as confident young adults in modern Britain. Sixth form students make an important contribution to the academy as a whole, for example, in mentoring and tutoring younger students in reading and mathematics.
- Attendance has improved considerably. Leaders have introduced more effective monitoring of attendance and of students' use of non-lesson time. Monitoring and well-targeted support are now having a positive impact on students' progress. Students behave in a mature and responsible manner. Their smart business-like dress contributes to their strong attitudes about working hard, respecting others, achieving well and being successful.
- The quality of teaching is good and is very focused on ensuring that every student makes the progress they should, given their starting points.



- In 2014, the academy met the current 16-19 minimum standards. Although most students gained pass grades, a relatively small proportion of students met their target grades. Value added was broadly in line with the national average for most subjects; it was above the national average in psychology. In the current year, sixth form students are making good progress towards meeting their target grades. Gaps in the achievement of disadvantaged students and other students in the sixth form are closing. The few students who joined the sixth form without GCSEs in English or mathematics at grades C or above are receiving additional support to prepare them to resit these examinations successfully by the end of Year 12.
  
- The increasing success and improving reputation of the sixth form is leading to an increase in the number of applicants, both from the academy's own Year 11 students and students from other schools.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137771
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	454082

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	720
<b>Of which, number on roll in sixth form</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Bench
<b>Headteacher</b>	Dame Maureen Brennan
<b>Date of previous school inspection</b>	23 April 2013
<b>Telephone number</b>	024 76757300
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