

Haberdashers' Aske's Knights Academy

Launcelot Road, Bromley, BR1 5EB

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Good	2
Early years provision		Good	2
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

- Although many of the areas for improvement identified in the previous inspections have been tackled successfully, some aspects of teaching and behaviour need further improvement to raise the achievement of the most able students.
- Despite pupils making good overall progress and achieving well across the school, weaknesses in some aspects of teaching prevent some pupils making the academic progress of which they are capable.
- Some of the most able pupils are not challenged enough across all subject areas and year groups to enable them to reach the higher grades at the end of Year 6 and Year 11.
- There is some inconsistency in the way teachers teach literacy across the curriculum and across year groups. Consequently this affects the quality of some pupils' written work.
- Inconsistent feedback in teachers' marking of pupils' written work does not indicate how work can be improved.
- Some pupils' attitudes to learning are still not good enough in some lessons.

The school has the following strengths

- The Principal is the strong driving force behind the improvements already achieved since the previous inspection. She has appointed highly competent subject and other leaders to raise standards. This has resulted in a greater number of pupils attaining expected standards at the end of Year 2 and Year 6 in 2014.
- Governors and school leaders share the Principal's vision of taking this school to an outstanding level of education. Their support contributes well to the improved quality of teaching.
- Education in the early years is good. Children reach a good level of development above that typically expected for their age. They are well prepared for Year 1.
- Most students in the sixth form make the progress that is expected of them across academic subjects and more than expected progress in vocational subjects. More of them attained the minimum expected standards at A Level than in 2013.
- The spiritual, moral, social and cultural development of pupils permeates the whole curriculum. Pupils are kept safe in school.

Information about this inspection

- Inspectors observed learning and teaching in 29 lessons. Twenty-eight of them were carried out with a member of the senior leadership team.
- Inspectors and senior leaders examined pupils' workbooks together to check how much progress pupils make and the quality of the written feedback teachers give to pupils.
- Inspectors talked to groups of pupils and sixth form students. They also met with parents to ask them what they think of their children's school.
- Inspectors looked at a range of documents, for example: the behaviour policy, the curriculum programmes across the school, the school's self-evaluation, the school's development plans to raise standards and all the statutory policies to keep children safe.
- They met with the Chair of the Governing Body, one parent governor, the chief executive officer of Haberdashers' Aske's Federation and the Chair of the Federation.
- They also met with a representative of the local authority.
- They talked to heads of year and subject leaders to see how effective the middle leadership of the school is in helping the Principal to raise standards.
- Inspectors looked at the responses by 28 parents to the online questionnaire Parent View. They also considered the school's analysis of parent surveys run by the school between 2012 and 2014.
- Inspectors considered the responses by 34 members of staff to the anonymous and voluntary questionnaire.

Inspection team

Mina Drever, Lead inspector	Additional Inspector
Kewal Goel	Additional Inspector
Una Maria Stevens	Additional Inspector
Wendy Walters	Additional Inspector
Mark Bagust	Additional Inspector
Alistair McMeckan	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This 3–18 academy is much larger than the average-sized school, with more boys than girls. Children attend the Nursery in the morning or afternoon sessions. Reception children attend full time.
- Nearly three quarters of all pupils belong to minority ethnic groups, which is well above average.
- The proportion of pupils who speak English as an additional language is larger than the national average.
- The proportion of disabled pupils and those with special educational needs is below the average.
- The proportion of disadvantaged pupils, supported by the pupil premium grant, is about half of all pupils, well above the national average. In this academy, the grant is used to support pupils in receipt of free school meals and pupils looked after by the local authority.
- The academy meets the government's current floor standards for pupils at the end Year 6, which set the minimum expectations for pupils' attainment and progress in mathematics, reading and writing.
- The academy also meets the current floor standards which the government sets for pupils at the end of the GCSE examinations and those for students at the end of the sixth form.
- The academy is one of three academies in the Haberdashers' Aske's Federation. The other academies are Hatcham College and Crayford Academy, both 3–18 academies. The three schools work together in many areas for mutual support and to share expertise.
- Partnerships include the sixth form with Millwall Football Club. This provides access to high level coaching and progression to professional sporting careers. Through the Lewisham's sports partnership the academy's sports organiser develops and supports events with over 24 primary schools in the borough. The partnership with The Old Vic Theatre provides professional drama workshops for pupils.
- The academy uses two pupil referral units on a needs basis and for a short time: Abbey Manor College for Key Stage 4 pupils; New Woodlands School for Year 1 to Year 9 pupils. Some pupils in Key Stage 4 attends Lewisham and Southwark College one day a week for alternative provision, but are still able to access the academy's curriculum for the remainder of the week.
- Senior leaders work with Challenge Partners to provide a shared review of the academy's work. Middle leaders and outstanding teachers deliver the outstanding teacher programme (OTP) to other schools.
- The Principal is working to develop leadership programmes for senior and middle leaders and the Federation's Masters Programme is open to all members of the staff.
- The academy runs a breakfast club at the primary phase and secondary phase.

What does the school need to do to improve further?

- Improve the quality of teaching and further raise achievement by:
 - challenging the most able pupils in all subjects to try harder work so that they can know how far they can go with their learning
 - being more consistent in giving pupils clear written feedback so that they know how to improve their work
 - being more consistent in teaching literacy across the curriculum – by ensuring that pupils understand subject specific language and the use of correct grammar – so that standards can improve in writing and reading at the end of Year 2 and in English at the end of Year 11 for the most able pupils.
- Improve behaviour and pupils' attitudes to their learning in lessons across the primary and secondary school by:
 - applying the school's policy for learning behaviour consistently across all year groups and across all subject areas so that disruptive behaviour can be eliminated.

Inspection judgements

The leadership and management are good

- Leadership and management are good because the determined and clear-sighted drive of the senior leaders has led to recent improvements in teaching and learning which in turn are leading to improvement in pupils' achievement.
- Since the previous inspection, the quality of leadership has improved. The Principal leads the way in driving ambition and has established a shared sense of purpose to raise the aspirations of pupils and teachers alike. There is greater accountability and a stronger focus on improving the quality of teaching and pupils' behaviour. Leaders see these as key to raising standards. As a result, the quality of teaching has improved in many aspects since the previous inspection although it is still not consistently good. Social behaviour and attendance have also improved.
- Leaders recognise that there are still a few pupils whose attitudes to learning in some lessons are not yet good enough and this is why behaviour and teaching require improvement.
- The Principal has played a key role in beginning to turn the academy around. She has led the academy out of the formal designation of serious weaknesses. She has done this by putting in place effective systems to improve the quality of teaching and learning. Nevertheless, the Principal acknowledges that there is much to be done to take this academy towards becoming at least a good school. She has surrounded herself with a senior leadership team capable of doing this.
- Relationships with parents are improving since leaders set up the parent forum. Parents have a better understanding of the role they can play with the school in raising standards. Attendance has improved as a result.
- The academy's self-evaluation accurately analyses attainment and progress. The academy's development plan identifies correctly areas for improvement: for example, in behaviour in lessons, literacy, especially writing, across the curriculum and the consistent application by all teachers of the academy's marking policy so that all pupils are better informed.
- Checking the quality of teaching has improved and processes to check teachers' performance have been strengthened. These include lesson observations, work scrutiny and professional training in areas identified in which individual teachers need further training.
- The checking of pupils' learning has improved. Systems have been established which enable regular monitoring of progress. For example, subject and class teachers are now trained in the use of data and how to interpret it accurately to inform their planning.
- Subject and year leaders have a good understanding of their roles and responsibilities. They have started to work as a team to monitor learning through regular academic meetings to identify barriers to learning for pupils at risk of falling behind.
- The curriculum is well planned. It combines the statutory National Curriculum with additional learning that broadens pupils' minds and prepares them well for life in modern Britain. They study the election system, for instance, with the choices and responsibilities it bestows upon citizens. They have opportunities to travel abroad on educational visits to appreciate the impact of the politics of the past.
- The academy provides well for the development of pupils' spiritual, moral, social and cultural awareness through well-planned programmes which include the study of political attitudes from the days of the Magna Carta to the present day. Visits to the business heart of London and to the House of Commons give them a chance to reflect on aspects of life that will affect their future.
- The principle of equality underpins all that leaders do to provide an 'education for all'. The academy's ethos of 'mutual respect, responsibility, equality of opportunity' drives their improvement plans. Pupils and students are prepared well for the next stage in their education or for work. This is done through well-targeted work experience and through individual advice on the kind of study each pupil or student wishes to pursue.
- The management of provision for disabled pupils and those with special educational needs has improved and is now good. As a result they achieve well from their different starting points.. Programmes in place include early identification through good transition work with previous schools and/or key stages, individualised programmes, and a focus on literacy.
- Pupils who attend a pupil referral unit one day a week are closely monitored for academic and social improvements. Subject teachers and leaders make regular checks on these pupils' progress in learning and in behaviour attitudes to make sure that they do not fall behind in their learning.
- The quality of all off-site provision is checked systematically by senior leaders to ensure that these pupils'

progress, attendance and behaviour are good.

- Pupils who speak English as an additional language achieve well because they receive intensive language support on a needs basis across the curriculum, with a focus on developing grammar knowledge and subject specific language.
- The pupil premium funding is well targeted with programmes such as booster sessions to improve key skills, financial support for pupils to go on visits and trips, small group support in reading and writing, and employing a part-time counsellor for emotional support. This is having effective and positive impact on the achievement of current disadvantaged pupils..
- The breakfast club provides many benefits for those who attend: healthy breakfast, improved concentration in the morning lessons, and early intervention as soon as staff notice any signs of concern.
- The Year 7 catch-up grant is well targeted for pupils who arrive with levels of attainment below those expected for their age in English and mathematics. Support includes one-to-one work on literacy and numeracy and summer school between the end of Year 6 and the start of Year 7. These intensive programmes have been effective in accelerating progress and in raising attainment.
- The additional primary sports funding has been used to appoint a sports coordinator to ensure a coordinated and sustained approach to sports education. The main focus is on health, participation and competition. This is having a positive impact. More pupils are participating in sports competitions and this is leading to improved performance.
- The academy has a good working relationship with the local authority, which provides a balance of support and challenge, for example in supporting the academy to improve behaviour with measurable impact on improved social behaviour of pupils.
- The academy takes safeguarding seriously and appropriate policies are in place. Policies are detailed and extensive, covering all aspects of safeguarding pupils, including medical needs and risk assessments. As a result pupils are well looked after.
- **The governance of the school:**
 - Governors are effective. They know the school very well and support the senior leaders and challenge them in equal measure. They have played a key role in improving the social behaviour of pupils, and know there is more improvement to be made in behaviour for learning in lessons.
 - They demand detailed analysis of behaviour trends in the classroom. They also accept that attainment at the end of all key stages needs to be raised further. They know that teachers are not applying some school policies across all subjects and year groups, for example the literacy and written feedback policies. They keep a close eye on the performance of teachers and that of the Principal. Pay awards are strictly linked to achievement.
 - Financial management is good. The efficient management of financial resources has contributed to improvements in education. Governors have a fair balance of skills between them to hold the school to account. They are supported well in their work by the Haberdashers' Aske's Federation.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement. Behaviour is not yet good because there are still pockets of low-level disruption in some lessons which interrupt learning. This is because a few teachers are not consistent in applying the school policy on how to deal with disruptive behaviour in class.
- Leaders and teachers have established high expectations of good conduct towards one another, all adults and when moving around the school.
- As a result pupils and students are polite towards one another, adults and visitors. They move around the school calmly and confidently, and in a dignified way, outside in the playground and in corridors.
- The academy has in place a good behaviour policy with a stepped approach to dealing with behaviour issues. However, some pupils and some parents are still concerned that this is not well managed by a few teachers.
- School records show that all incidents of behaviour, disruptive and serious, are declining as a result of these more stringent policies, which all teachers are using to good effect. Greater parental involvement is having good impact on behaviour in school.
- Pupils in general like coming to school and are happy here. The behaviour around corridors and in the playground is good. These areas are well supervised at all times and it is clear that good behaviour is expected when moving around the school.
- Leaders and managers have developed good procedures to deal with persistent absenteeism. For example

they work more closely with parents through the parent forum. As a result attendance is now in line with the national average. Persistent absences, fixed and permanent exclusions have also been reduced in this current academic year compared with previous years.

Safety

- The school's work to keep pupils safe and secure is good. The primary and secondary sites are well managed. All precautions and risk assessments are in place and are effective.
- Pupils feel safe in both the primary and secondary schools. If they have any concerns they will go straight to a teacher who, they trust, will deal with any problems swiftly and effectively.
- Pupils and students have a good understanding of different forms of bullying, including e safety. They say they feel safer from bullying than in the past because leaders and managers now have in place stringent systems for dealing with any incidents. School records show that these are now rare.
- Pupils feel well instructed on, and protected from, all aspects of safety, including e-safety, how to keep themselves safe from extremism, and any form of discrimination. They are well informed through assembly programmes, and visitors talking to them, about homophobia and sex discrimination, for example. The curriculum programme on personal, social and health education is used well to teach pupils how to keep themselves safe from substance abuse and other dangers to their life in general.

The quality of teaching

requires improvement

- Teaching is improving and as a result pupils make good progress. However, weaknesses in teaching remain which is preventing teaching from being consistently good across the school. Consequently it requires improvement.
- Observations of learning in lessons by inspectors and evidence from pupils' books over time show that improvement is needed in a number of key aspects. For example, there is a lack of challenge in some lessons for the most able pupils and the marking of pupils' work does not tell them how to make it better.
- Pupils' workbooks also show that progress is uneven in primary school in English and mathematics because literacy across all curriculum areas is not consistently welltaught. For example, in an English lesson some pupils could not explain 'syntactic structure' in writing poems and others were unsure about the meaning of 'functional' in a science lesson.
- Pupils in the secondary phase do not express a great love for reading for its own sake, although they said that they would like more library books. They read at home but not regularly. Pupils in the primary phase read more widely, but they do not receive clear guidance on how to choose books for themselves.
- Mathematics across the curriculum is better developed. For example, statistics had to be used by pupils carrying out surveys of businesses in their area as part of a business studies project.
- Leaders have begun to transform the quality of teaching, through careful new appointments and by regularly checking the quality of teaching. As a result, learning is now good or better in most classes. Where teaching is good, teachers convey enthusiasm and have very confident relationships with their class. They use this effectively to provoke pupils to think for themselves and give clear and full responses. As a result of this lively teaching, pupils are interested in the lesson and work with energy and enthusiasm. In general, lessons are well planned, with appropriate resources and good curriculum content.

The achievement of pupils

is good

- Children join the academy at age 3 or 4, with levels of development below those typical for their age. They make rapid progress and they reach a good level of development by the time they enter Year 1. They are well prepared for their learning in Key Stage 1.
- In 2014 attainment at the end of Year 2 was in line with the national average in reading, writing and mathematics. More pupils than in 2013 gained the higher levels in all three subjects, with the smallest increase in reading.
- Results of tests at the end of Year 6 in 2014 were above those expected nationally in mathematics and in line with the average in writing. The number of pupils gaining the higher levels in mathematics was also in line with the average. All pupils were significantly below the average in their grammar, punctuation and spelling.
- The most able pupils do not perform as well as they could. At the end of Year 2 they came below the average in all three subjects and significantly below in reading. At the end of Year 6 the proportion of

pupils attaining higher levels in writing and reading was below the national average.

- Attainment over five years shows that there has been sustained performance above the average in reading, writing and mathematics at Key Stage 1 and Key Stage 2. However, the difference between the school and the national average has reduced. The school's results are now in line with the average.
- The GCSE results in 2014 showed that most pupils attained broadly in line with others nationally.
- The progress of pupils in 2014 was not consistently strong for all subjects. Progress in the primary school was stronger in writing and mathematics, and a little weaker in reading. Yet a larger proportion of pupils than the national average made more than expected progress in all three subjects. In the secondary school last year more pupils than the average made expected progress in English while fewer did so in mathematics.
- The reasons for these variations have been identified and quickly addressed so that both attainment and progress have improved sharply. Detailed information presented by the academy provided firm evidence to show that all groups of pupils are now making good progress across all year groups.
- Last year in the sixth form students made progress in line with the national average in academic subjects, and significantly above the average in vocational subjects. School records show that all groups of current students are making significantly better progress than they made in previous years in the large majority of all qualification subjects.
- Disabled pupils and those who have special educational needs make good progress from their different starting points. Teachers and other adults prepare work for these pupils that is at just the right level and the extra help they give to pupils makes a big difference. As a result the gap has narrowed between these pupils and the national average.
- The attainment of pupils eligible for the pupil premium grant was in line with the national average at the end of Year 6 and significantly above at the end of Year 11, in 2014. The gap opened in school with other pupils at the end of Year 6 in 2014 by two terms in mathematics and reading; by two and a half terms in the grammar, punctuation and spelling check. However this year, pupils' progress has accelerated and the gap has closed at Key Stage 2. They are expected to make similar progress to other pupils' at the end of each key stage.
- Pupils who are supported in Year 7 with the catch-up grant make rapid progress as a result of well-targeted support in English and mathematics. This year's current pupils in Year 7 have made the equivalent of four terms progress in mathematics and nearly four terms progress in reading.
- The attainment of pupils who speak English as an additional language is above the national average at the end of each key stage. This is because they receive appropriate support in learning English.
- In 2014, the attainment of pupils from different ethnic groups at the end of Key Stage 1 and Key Stage 2 was in line with the average. Some groups attained levels above the average. The attainment at GCSE of White British pupils, which constitute only a small minority of the school roll, was below the average by one grade. Black African pupils' attainment was significantly above the average.
- Progress in literacy skills across all subjects are inconsistent because some teachers do not always plan well enough for pupils to use their writing, reading and speaking skills in all lessons. Consequently, some pupils still lack confidence in being able to read widely or write at length about the subjects they study.
- The sixth form leaders provide appropriate courses for students who do not attain a grade C in GCSE English and mathematics. These students make good progress towards attaining higher grades.
- The academy no longer enters any pupil early for GCSE examinations in English and mathematics.
- Pupils on vocational courses spend time on work experience in local business. The academy keeps close checks on the progress of such pupils. Most are achieving well and are gaining the skills necessary for suitable employment or further training.

The early years provision

is good

- Children join the Nursery or Reception below levels of development typical for their age. They make good progress and reach a good level of development in all areas of learning by the end of Reception. In 2014 all groups of children – including boys and disadvantaged children – attained a good level of development well above the national average.
- Children in the academy since September have made good progress and are on track to do as well in 2015 as the 2014 children did.
- Teaching is well planned, with a good balance of activities led by the teachers and those chosen by the children. Sometimes a few children do not make good progress when they choose their own activities

because they are not quite sure how to use this time and adults do not intervene quickly enough to help them.

- Attitudes towards learning are good. Children remain engaged and interested, especially during learning led by adults. They are motivated and therefore settle quickly on tasks and concentrate hard on what they are doing. They can be slower in getting on with their own activities, but do not disrupt other children's activities or play. They play safely together and are considerate towards one another. They are well supervised by adults. Arrangements to ensure they are kept safe and encouraged to be healthy are well managed and effective.
- Assessment before joining the early years is carried out with the participation of parents. Individual children's needs are thus identified accurately and support provided where it is necessary. Throughout the early years, assessment is done skilfully and effectively using iPads to record all observed children's activities and clearly linked to the developmental stages. This is used well to inform and adapt planning.
- Leaders in the early years are very skilled in providing a good education. They know the early years requirements well and all learning is meticulously planned.
- The early years is not outstanding because sometimes children do not know how to work through their own chosen activities and adults are slow in helping them.

The sixth form provision

is good

- Provision in the sixth form is good because leaders are effective in checking progress and the quality of teaching. The wide range of academic and vocational studies makes a good contribution to the continuing development of students' spiritual, moral, social and cultural consciousness. They receive good guidance for the next step in further or higher education or training.
- Results in 2014 showed that students, from their different starting points, made progress at least in line with the national average in almost all academic subjects and significantly above in a few. Progress in vocational studies was significantly above the average. Attainment in grades was one grade below in academic subjects and one grade above in vocational studies. Attainment was in line with their previous attainment at GCSEs and other qualifications.
- The progress of students currently in school has improved since September 2014 and they are on track to achieve higher grades in both academic and vocational subjects.
- Students on course to improve their GCSE results in English and mathematics have made good progress, since September 2014, towards higher grades in 2015.
- Teaching in the sixth form is at least good. Students with strong previous attainment who are aiming for higher grades are appropriately stretched and challenged. Students receive detailed regular feedback, with specific improvement pointers. Thus students know how to improve their work. All groups receive appropriate support, including disabled students and those with special educational needs and those who had been eligible to the pupil premium grant in prior key stages.
- Students are unreservedly positive about their sixth form experience. They feel they are well taught and make good progress because of the feedback they receive from teachers.
- Behaviour is good in the sixth form because students are very interested in their studies and they are quite mature. They are very polite towards teachers and visitors. They benefit from the good safeguarding procedures in place throughout the school. As a result they feel very safe.
- Leaders and managers in the sixth form have put many initiatives in place to inspire students to aim for higher grades and to be more ambitious in their plans for post-18 education and/or training; for example, attending UCAS 'Applying to Oxbridge' open days, 'Working in the City' workshop programme, 'Pathway to Law' with the Inner Temple.
- The sixth form is not yet outstanding because these new measures to encourage the most able students in academic subjects to go beyond their perceived abilities and aim higher have yet to show any impact.

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

Unique reference number	135070
Local authority	Lewisham
Inspection number	462615

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1500
Of which, number on roll in sixth form	166
Appropriate authority	The governing body
Chair	Mary Whetherell
Principal	Tesca Bennett
Date of previous school inspection	26–27 November 2013
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