

Kings Priory School

Huntington Place, North Shields, Tyne and Wear, NE30 4RF

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
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 good school.

- The highly effective leadership of the Principal supported by other leaders, the sponsor and the academy council have successfully ensured that provision in the academy and outcomes for pupils are good.
- The effectiveness of the early years and the sixth form are also good. Strong leadership and effective teaching result in pupils achieving well in both these stages.
- The quality of teaching has improved rapidly since the academy opened. This is a result of high quality professional development and decisive action by leaders to eradicate weak practice.
- Pupils achieve well because teaching is effective, the curriculum is well matched to their needs and any underperformance by pupils is quickly identified and addressed.
- The curriculum is extensively enriched. This provides highly valuable additional experiences that strongly promote pupils' social, moral, spiritual and cultural development and greatly enhance their personal qualities and skills.
- Pupils' behaviour, on both sites, is exemplary. They show high levels of respect for each other and adults. In lessons, most pupils demonstrate very positive attitudes to learning and this contributes to their good progress. Pupils feel safe and very well supported by adults in the academy.
- The academy's work to keep pupils safe is outstanding. Pupils understand how to keep themselves safe and their conduct supports them in being safe. Staff are well trained, vigilant and responsive.
- The academy council provides robust challenge for the academy's leaders. The council members' skills are well used to support improvement.

It is not yet an outstanding school because

- Teaching is not of a consistently high quality across the academy and, as a result, some minor variations remain in pupils' achievement in particular subjects, years or groups.
- Middle leaders, although very effective in most areas, do not always drive improvement as quickly and effectively as they should.
- A small minority of pupils do not display highly positive attitudes to learning. Similarly, not all pupils take pride in the presentation of their work or take care with their spellings.

Information about this inspection

- Inspectors visited lessons on both sites to observe teaching and learning; some of these visits were carried out jointly with senior leaders. They examined pupils' work and talked formally to groups of pupils in Years 4, 6, 8, 10 and 12. Inspectors also spoke informally to pupils on both sites during social times.
- Inspectors held meetings with the Principal, other senior and middle leaders, the academy's improvement partner, members of the academy council, a representative of the sponsor, a group of newly qualified teachers and a group of parents. Inspectors spoke informally to parents at the start of the school day on the Percy Park site. The lead inspector spoke to several parents over the telephone. One inspector attended an assembly on the Huntington Place site.
- Inspectors scrutinised a wide range of documents including the academy's self-evaluation of its performance, minutes of meetings of the academy council, data relating to pupils' attainment, progress, behaviour and attendance, and information about the academy's work to safeguard pupils.
- Inspectors considered the views expressed in 358 responses to the Ofsted online questionnaire (Parent View) and 64 staff questionnaires. Inspectors also took account of a small number of parental views sent via email to the academy.
- At the time of the inspection, pupils in Years 11 and 13 were not in school.

Inspection team

Katrina Gueli, Lead inspector	Her Majesty's Inspector
Neil MacKenzie	Additional Inspector
Nigel Drew	Additional Inspector
Lucie Stephenson	Additional Inspector
Michael Reeves	Her Majesty's Inspector

Full report

Information about this school

- The academy opened in September 2013. It is part of the Woodard Academies Trust group of academies. There were two predecessor schools: Priory School, a maintained primary school and The King's School, an independent school for primary- and secondary-aged pupils. The final agreement from the Department for Education for the academy to open in September 2013 was not agreed until late in July 2013.
- The academy is divided into three schools: a first school for pupils in Reception to Year 4; a middle school for pupils in Years 5 to 8 and a senior school for pupils in Years 9 to 13. The first school is located on a separate site at Percy Park Road. All pupils belong to one of four chapters or houses. Pupils in Years 7 to 13 are in mixed-age tutor groups within their chapter.
- Staff turnover has been high since the academy opened. Not all leadership posts were filled when the academy opened. The Principal at the time of opening left the academy after one term. A head of senior school joined the academy at Easter 2014 and left after one term. The current Principal joined the academy as interim head of senior school in October 2013. She took up post as permanent Principal in April 2014 after a period of leading the academy jointly with the head of the first school following the departure of the first Principal. The current Principal will leave at the end of the autumn term in 2015.
- While the academy is larger than the average-sized secondary school, almost half of the pupils are in the primary and early years phases.
- Most pupils are of White British heritage and very few do not speak English as their first language.
- The proportion of disabled pupils or those who have special educational needs is average.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is low overall, but increasing over time. The pupil premium is additional government funding for those pupils known to be eligible for free school meals and those who are looked after by the local authority.
- Provision in the early years is full time.
- One alternative provider is used to meet the needs of one pupil. The provision is not named here or referenced further in the report so as not to identify this pupil.
- In 2014, the academy met the government's floor standard in Key Stage 2. It did not meet the floor standard at Key Stage 4 because students in Year 11 studied a GCSE English qualification that was not 'counted' in the Department of Education's performance tables. This was a legacy from beginning GCSE studies in their predecessor school. The floor standard is the minimum expectation for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure all teaching consistently matches that of the best in the academy so that all pupils, in all subjects, learn exceptionally well.
- Ensure all pupils take care in the presentation of their work, spell words accurately and display attitudes to learning that are of a consistently high standard.
- Develop middle leadership so improvement is driven more rapidly in the few areas of the academy's work where the quality of provision and pupils' outcomes are not as high.

Inspection judgements

The leadership and management are good

- The Principal has been instrumental in bringing about improvements in all aspects of the academy's work. Her inspirational and highly skilful leadership, in conjunction with support of other senior leaders, the trust and the academy council has enabled improvements to be made quickly and securely from a very low starting point.
- Leaders and staff are highly aspirational for all pupils and are striving to ensure pupils attain highly in all subjects. This is reflected in the improvements to achievement secured since the academy opened.
- Leaders, new to senior leadership when the academy opened, have quickly developed their skills and are making a very effective contribution to the pace at which the academy's work is improving.
- Robust systems to enable the academy to function effectively are now well established. For example, systems to track pupils' progress are very effective in enabling senior and middle leaders to check how well different groups of pupils are making progress. They also identify where additional support is needed to help individuals to get back on track.
- The use of performance management and appraisal to support the academy's improvement got off to a slow start but is now robust. Nevertheless, leaders have been resolute in identifying and tackling weaker teaching. Many staff have benefited from professional development opportunities offered through both whole-academy training and bespoke support. As a result, the quality of their teaching has improved.
- The academy has invested heavily in the development of middle leaders. The support provided through the trust's 'middle leader toolkit' programme has contributed strongly to developing their skills. Most are successfully driving improvement in their areas of responsibility based on the careful evaluation of a broad range of evidence. However, some variation remains in the quality and impact of middle leaders and so, in these areas, improvements are more modest.
- Senior leaders have an accurate view of the quality of the academy's work and have identified the right priorities for improvement. External support, from a wide range of sources, is always carefully chosen to ensure development needs are well met. Findings from checks on pupils' achievement, including work in books, and observations of learning have been used very well by senior and middle leaders to identify and improve the quality of teaching.
- Provision for disabled pupils and those who have special educational needs was not as effective as it should have been in the middle and senior school in the academy's first few terms. A number of parents raised concerns with inspectors about this aspect of the academy's work. Inspection evidence shows identification and support for these pupils have improved considerably as a result of staff training and better leadership during the current academic year. Nevertheless, senior leaders rightly recognised more could be done and have already taken steps that are designed to secure further improvement from September 2015.
- The trust has contributed effectively to the academy's rapid improvement since it opened. The trust's vision and ethos clearly underpin all aspects of the academy's work. Back-office support to help leaders with human resource and financial management matters has been very valuable. Subject-specialist advice has also helped develop teaching, assessment and the curriculum successfully.
- The information advice and guidance provided to pupils is effective in ensuring they are well informed about GCSE choices and their sixth form studies. Where the sixth form would not meet their individual needs well, pupils are effectively supported to make the most appropriate decision, for example, to continue their studies elsewhere.
- The curriculum in all key stages is well matched to pupils' needs and supports their good achievement in all subjects. Pupils' literacy, numeracy and communication skills are very well developed. At Key Stage 4, changes have been made to ensure all pupils are now entered for qualifications that 'count' in published performance tables. High-quality enrichment is a distinctive feature of the academy and this aspect of the curriculum adds immense value to pupils' all-round development including their preparedness for the next stage of their education or training and for life in modern Britain.
- Pupils learn to respect one another's differences through religious studies, circle time, lessons in personal and social education and assemblies. They develop a good understanding of democracy by their involvement in elections for key roles for pupils in school. Pupils learn about right from wrong and develop an understanding through, for example, visits from the emergency services, of the consequences of making the wrong choice.
- Pupils' good achievement, with only minor variations in performance between groups, confirms that the academy promotes equality and tackles discrimination well. Good relations are also fostered very effectively.

- Leaders have made judicious use of the pupil premium funding in each key stage to support the small proportion of disadvantaged pupils to achieve as well as others in the school. One-to-one and small-group teaching are used successfully to narrow any remaining gaps for disadvantaged pupils currently in the academy. A few disadvantaged pupils have also received support to enable them to participate fully in all that the academy offers, such as instrumental music lessons and trips.
- The primary sports funding has been successfully used to enhance provision and increase pupils' participation. For example, the academy has accessed additional specialist coaching, developed staff skills and provided greater opportunities for pupils to take part in competitive sport both within and beyond the academy.
- Arrangements to safeguard pupils meet all statutory requirements. Senior leaders, the academy council and the trust have worked swiftly to establish robust and effective policies and procedures that are well understood and consistently applied by staff. Expectations for the conduct of staff, pupils and parents in the academy have been made clear so any potential risks are minimised.
- **The governance of the school:**
 - The skills of the academy council are used well to provide very effective support and challenge for the academy's leaders. Governors have a detailed understanding of the academy's performance in almost all respects. They know where teaching is not of the highest quality and the subjects or key stages where achievement is not quite as strong. Governors have checked how the pupil premium funding is spent and the impact it had on pupil outcomes in 2014. However, better use could be made of the academy's internal data, collected throughout the year, to check that any identified gaps in performance between different groups are being closed swiftly.
 - Governors have supported leaders in ensuring robust performance management arrangements are in place for this academic year. This is ensuring future pay awards are clearly linked to the impact of teaching on pupils' achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils' conduct around both of the academy's sites is exemplary and they are well mannered. The very large majority of parents who responded to the Ofsted online questionnaire feel the academy makes sure its pupils are well behaved; staff and pupils typically support this view.
- Expectations for pupils' behaviour are high. There are very few fixed-term exclusions.
- Very positive relationships exist between pupils, and between pupils and staff. The chapters are a key element in creating the cohesive and harmonious community built on mutual respect that is clearly evident in the academy. Regular opportunities for younger pupils to work with those in older years are valued and enjoyed.
- In lessons on both sites, most pupils are very attentive and show an enthusiasm for their learning by asking questions, joining in discussions and working at a brisk pace. However, a very small minority of pupils in each year group do not demonstrate consistently positive attitudes to learning. When they are less engaged by the work set or the pace of learning slows, they become distracted and engage in off-task talk. A few pupils are too reliant on the teacher and have not developed the confidence to work securely on their own.
- While most pupils across the academy take pride in their work and present it to a high standard, a small minority of pupils do not. For these pupils, untidy handwriting, unfinished work and little attention to the correct spelling of subject-specific language are more common.
- Pupils take pride in their appearance and take good care of the environment within the academy.

Safety

- The academy's work to keep pupils safe and secure is outstanding. The academy provides an extremely caring environment where pupils of all ages are very well supported by adults. Most parents who responded to the survey feel that their children are safe and well looked after. Parents who spoke with inspectors on both sites expressed similar views.
- Pupils on both sites say bullying is rare and academy records confirm this to be the case. Pupils feel any incidents are quickly and effectively dealt with. They know there is an adult they can go to with any concerns. Pupils have a clear and age-appropriate understanding of different forms of bullying. Older pupils say inappropriate language is rarely heard and know racist or homophobic bullying is not acceptable. Pupils' tolerance of differences is very well developed.

- Pupils have a very well-developed understanding of risk and the part they have to play in keeping themselves safe, for example, when using the internet or sharing images via mobile phones. Pupils' conduct helps them to be safe.
- Staff have received extensive training regarding their role in safeguarding pupils, including specific issues such as child sexual exploitation and radicalisation and extremism. Staff with responsibility for safeguarding are also very well trained and work closely with a wide variety of external agencies to ensure pupils are safe. Scrutiny of case studies confirms issues are very well documented, action taken is appropriate and any necessary referrals to the local authority or other services are timely. Case studies also confirm that adults listen carefully to pupils' concerns and take any necessary action.
- Both academy sites have had additional work to ensure they provide a safe and secure learning environment. Additional risks posed by current building work are being very carefully managed.
- Routines for pupils in Years 11 to 13 to leave the site are well established and robustly monitored. Pupils in all year groups are very well supervised at social times and at the beginning and end of the school day. Staff are highly visible, should a pupil need to raise a concern.
- Attendance in the primary and secondary years is above average. All non-attendance is followed up swiftly and staff work well with families and outside agencies to improve the attendance of the small number pupils where it is a concern.

The quality of teaching

is good

- The quality of teaching has been successfully improved since the academy opened. Effective training, opportunities to share good practice and tailored support for individual teachers have all been key factors in securing better teaching. Staff who joined from the predecessor independent school have quickly adapted to the differing demands and expectations of teaching in the maintained sector.
- Most teachers are able to plan successfully to meet the needs of different learners because they know well the pupils they teach and they make good use of what pupils already know and can do. Teachers use a range of approaches that support the intended learning effectively, leading to high levels of pupil engagement, productivity and good progress over time. Occasionally, where work is pitched to the 'middle', the progress of higher and lower attaining pupils is less rapid.
- Teachers' good subject knowledge is used well to challenge the most able pupils and support less confident learners to grasp new ideas and concepts. Most, but not all, teachers model subject-specific language well and insist that pupils use key vocabulary in their verbal and written answers.
- Where progress is at its most brisk, teaching is very creative, makes pupils think and work hard and encourages them to take risks to extend their knowledge, understanding and skills.
- Teachers largely use questioning skilfully to probe pupils' knowledge and deepen their learning.
- Marking and feedback to pupils are typically effective in confirming what pupils have done well and provide clear guidance on how to improve in line with the academy's policy. Consequently, they make a positive difference to pupils' learning. In a few samples of work seen, next steps were not as helpful or frequent. A few teachers do not always insist that pupils take account of feedback and guidance to improve their future work.
- The teaching of letters and the sounds that they make (phonics) is good. Younger pupils use these skills confidently when reading unfamiliar words. This good phonic knowledge supports pupils in making good progress in reading. Reading is promoted well across the academy. Younger pupils benefit from, and enjoy, the support of older reading buddies.
- Pupils' achievement in English and mathematics in Years 6 and 11 confirms these subjects are taught well across the academy.
- Teaching assistants have received training and, as a result, are making a much stronger contribution to pupils' learning and progress.
- Teachers and other adults are much more skilled at meeting the needs of pupils who have special educational needs within the classroom than when the academy first opened. These pupils are now making much better progress.

The achievement of pupils

is good

- Weaker performance evident in a few subjects in the academy's first year have been successfully addressed. While some differences still exist, all groups of pupils achieve well in all key stages. For pupils currently in the academy, the proportion of pupils making better than expected progress from their

starting points is above that seen nationally in 2014 for many subjects.

- Pupils' attainment, overall, at the end of Year 2 and Year 6 is significantly above average and progress from their starting points is at least good. Achievement in writing in Year 6 in 2014 was not as strong as in reading and mathematics. Academy leaders have addressed this by improving the accuracy of teachers' assessment and supporting staff to improve their teaching of writing. Current data show attainment and progress are better.
- For Year 11 pupils in 2014, published data do not reflect their actual results because some of the GCSE qualifications they gained, for example in English, are not included in national measures of performance. In addition, around one quarter of these pupils have no prior attainment data from Key Stage 2 as they did not take the national curriculum tests in their predecessor school. Nevertheless, 84% of pupils secured 5 or more A* to C grades at GCSE including English and mathematics, confirming pupils have achieved well. Academy data for pupils currently in Year 11 present a similar, and in some subjects stronger, picture of achievement.
- Early entry was used in mathematics GCSE in 2014 for about one quarter of the cohort. Almost two thirds of these pupils achieved an A* grade and nearly all the other pupils gained an A grade.
- There are many high attaining pupils in the academy. High expectations from teachers and the good degree of challenge evident in most teaching ensure these pupils achieve well. At Key Stage 4, the most able pupils attain highly with the proportion securing an A* or A grade at GCSE being above average in most subjects. In all year groups, successes in 2014 have been built upon. For example, almost half of the pupils currently in Year 2 are on track to achieve a Level 3 in reading and mathematics.
- Across the academy, the progress of disabled pupils and those who have special educational needs is good, but not quite as strong in all subjects as that of others in the academy.
- Within this picture of often rapid progress and high attainment across the academy, there are small variations between groups of pupils and subjects. For example, in the early years and Years 1 to 6, girls are typically outperforming boys. Progress in mathematics in Key Stage 2 is not quite as brisk as in reading and writing. In Year 8, academy data show current progress is not quite as strong as in other year groups.
- The number of disadvantaged pupils in the academy is small and a few of these pupils do not have any prior attainment data available. However, in Year 6 in 2014, disadvantaged pupils made similar progress to other pupils in the school and others nationally in reading, writing and mathematics. Despite similar rates of progress, the attainment of disadvantaged pupils was about two terms behind that of others in the academy in mathematics and reading but less than one term behind in writing. In reading, the attainment of disadvantaged pupils equalled that of other pupils nationally but was about one term behind others nationally in mathematics and writing. Current data show disadvantaged pupils in Year 6 are making at least good progress and attainment gaps are closing. In Year 11 in 2014, there were too few disadvantaged pupils to make a reliable comparison of their achievement with that of other pupils. Similarly, no comparison can be made for the current cohort.

The early years provision

is good

- Children in the early years achieve well from their starting points. Children who enter with skills below those that are typical for their age catch up quickly. The proportion of children who achieved a good level of development in 2014 was above the national average. Current data indicate standards are set to rise further in 2015 with 93% of children on track to achieve this measure. Girls slightly outperform boys and many are exceeding the expectations for their age. All children, including those who are disadvantaged, are well prepared for Year 1.
- Teaching in the early years is good and the curriculum is suitably broad. Children are appropriately challenged and there is a well-planned balance between teacher-led activities and opportunities for children to learn by working independently to apply new skills. Staff are trained well to deliver specific learning programmes so, for example, children's phonic knowledge is developed and applied well.
- Evidence of children's learning over time confirms provision is of similar quality both indoors and outdoors, although there are some restrictions to the current outdoor learning environment due to building work.
- Children's behaviour for learning is good and they understand how to keep themselves safe in their environment. Parents are very complimentary about the early years provision and the support they receive from staff. They are kept well informed about their children's progress.
- Leaders have an accurate view of the quality of the provision and children's learning in the early years. They have taken effective action to ensure assessments are reliable, using both internal moderation and drawing on external support to ensure data are secure. However, data are presented in a number of

different forms leading, at times, to a lack of clarity and consistency in their interpretation. Systems and policies to ensure children are safe are in place and fully implemented.

The sixth form provision

is good

- Students in the sixth form achieve well as a result of good teaching. Effective leadership has enabled the few variations in performance between subjects evident in A-level results in 2014 to be successfully tackled. Students' performance at AS level is good.
- Almost all students who commence their studies in the sixth form are successful in gaining their chosen qualifications and move on to further study at university. High proportions gain a place at one of the Russell group universities.
- The academy's ambition to provide an academic sixth form is realised. There is good breadth in the A-level courses on offer. Nevertheless, there is a clear understanding by leaders that, over time, provision and partnerships will need to develop further to ensure the needs and aspirations of all future sixth form students continue to be well met.
- The systematic development of students' leadership skills is highly effective and they are widely involved in supporting aspects of academy life, for example, through their roles within their chapters. Their exemplary behaviour means they are excellent role models for younger pupils.
- Students say teaching in the sixth form has improved and appreciate the increased opportunities they have to work collaboratively, discuss their ideas and question each other. They feel this is contributing to their good achievement.
- Students' progress is monitored closely and frequently. This ensures high-quality support is put in place to quickly address any dips in performance. Teachers know individual students well and adapt their teaching to take into account their differing starting points and learning needs. This supports good progress.
- Students in the sixth form have a good understanding of, and show a mature respect for, people's differences. They say students who perceive themselves as different do not experience any prejudice. Individuals are well supported by their chapter's leadership team. Sixth form students have a clear understanding of how to keep themselves safe.
- Very few students enter the sixth form without a GCSE grade C in English and/or mathematics. Those who do are supported effectively to achieve these qualifications.
- Students feel well advised about the range of options available to them on entry to the sixth form and about progression routes beyond A level. They feel this contributes to their success.
- As in the rest of the academy, enrichment is a strength of the curriculum. This contributes very strongly to students' enjoyment, wider personal achievements and preparedness for life beyond the sixth form.
- There are too few disadvantaged students, disabled students or those who have special educational needs in the sixth form to reliably compare their achievement with that of others.

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	139658
Local authority	North Tyneside
Inspection number	450007

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	4–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,234
Of which, number on roll in sixth form	172
Appropriate authority	The governing body
Chair	Geoff Ogle
Headteacher	Gill Hewlett
Date of previous school inspection	Not previously inspected
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