

Scawsby Rosedale Primary School

Emley Drive, Scawsby, Doncaster, South Yorkshire, DN5 8RL

Inspection dates 6–7 May 2015

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

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Senior leaders, governors and the local authority have not taken effective action to tackle the areas for improvement from the previous inspection. As a result, pupils' achievement and the quality of teaching are inadequate.
- The management of teaching is ineffective. For example, senior leaders do not provide teachers with clear enough feedback on how well they are helping pupils learn and what they need to do to improve.
- Governors are not always provided with accurate information about the quality of teaching and how well pupils are doing. This makes it hard for them to challenge the school effectively.
- Targets in the school's improvement plans are not clear enough and this makes it difficult for leaders and governors to check the impact of their work.
- Pupils make very inconsistent progress through Key Stages 1 and 2 and, therefore, do not attain the standards they are capable of in reading, writing and mathematics by the end of Year 6.
- The curriculum is inadequate because the range of subjects some pupils study is too narrow and some subjects, such as mathematics, are studied in insufficient depth.
- Learning activities do not always interest, challenge or engage pupils to produce their very best work. Pupils can become bored and distracted and consequently, their behaviour requires improvement.
- Teaching is inadequate because it is too inconsistent in quality and it is not securing fast enough progress over time. Expectations are often not high enough and sometimes too much valuable learning time is wasted.
- Teachers do not always have a clear view of what pupils already know, understand and can do. As a result, the work set is sometimes much too easy for some pupils and other pupils find it too difficult.
- The recent review of the use of the pupil premium funding has not been implemented with sufficient urgency.
- The school's work to keep pupils safe requires improvement. For example, the attendance of disadvantaged pupils remains too low.

The school has the following strengths

- The early years provision is effective. Children get off to a good start in their learning as a result of good teaching and leadership in this key stage.
- Pupils who attend the ARC, the additionally resourced provision, are well supported and achieve well.

Information about this inspection

- Inspectors observed teaching and learning in 17 part-lessons, four of which were conducted jointly with the headteacher. They made many other short visits to lessons.
- Meetings were held with governors, senior leaders, staff, pupils and a representative from the local authority.
- Inspectors listened to some pupils read, observed break times and spoke with pupils from every year group.
- A range of documents were examined. They included leaders' views of the school's performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the views of parents through informal discussions with parents, correspondence from parents and analysis of the school's own questionnaire to parents. The 24 responses to the on-line questionnaire (Parent View) were also scrutinised.
- The inspectors analysed the 35 responses from staff to the inspection questionnaire about the school.

Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a broadly average sized primary school.
- The proportion of pupils with special educational needs is above average.
- An additionally resourced provision for pupils with speech, language and communication difficulties, including autism, is managed by the school. This is known as the ARC. It caters for 10 pupils aged three to seven. Pupils have dual registration. They are on the roll of Scawsby Rosedale and also on the roll of their mainstream school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is broadly average. The pupil premium is additional funding the school receives to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Most pupils are of White British heritage. The proportion of pupils from ethnic minority groups is smaller than that found typically, as is the proportion who speaks English as an additional language.
- In 2014, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Part-time early years provision is provided in the Nursery class and full-time provision is provided in the Reception class.
- The headteacher took up post in April 2014. She was formerly the deputy headteacher and special educational needs leader. A new deputy headteacher and acting assistant headteacher were appointed in September 2014, from amongst the substantive school staff. Over half of the teaching staff joined the school after the previous inspection.
- The school has recently had an external review of governance and an external review of its use of the pupil premium funding.
- The governing body was reconstituted in March 2015.
- The most recent monitoring inspection carried out by one of Her Majesty's Inspectors in January 2015 found that senior leaders, governors and the local authority had not taken effective action to tackle the areas for improvement as identified at the previous inspection.

What does the school need to do to improve further?

- Take urgent steps to ensure all teaching and learning is at least good or better and standards in reading, writing and mathematics rise rapidly in every class for all groups of pupils, by ensuring:
 - all staff have high expectations of what pupils can achieve, including of their handwriting and presentation of work
 - all groups of pupils learn more quickly and no learning time is lost
 - assessment information is accurate and used to ensure pupils' work is not too easy or too hard for them
 - pupils' work is regularly marked, that marking consistently provides useful guidance to pupils on how to improve their work and that this advice is acted upon
 - teachers make activities more interesting so pupils do not become bored and distracted
 - senior leaders act quickly to eradicate any inadequate teaching.
- As a matter of urgency accelerate the pace of school improvement and increase the effectiveness of leaders, managers and the governing body, by:
 - formalising the planned link with a partnership school and ensuring the partnership helps to quickly

develop leaders' skills and improve the quality and consistency of teaching

- ensuring improvement plans are very sharply tailored to the areas of most urgent need and regular checks are made to ensure that actions taken lead to rapid improvement
- regularly checking the work in pupils' books in every class to ensure assessments are accurate and that pupils' work quickly improves
- providing teachers and learning support assistants with clear and detailed feedback on how well they are helping pupils learn and checking regularly to ensure that their feedback is acted upon
- implementing with greater urgency the recommendations in the recent review of the use of pupil premium funding, in order to ensure that disadvantaged pupils make faster progress
- swiftly improving procedures to monitor the attendance of disadvantaged pupils so they attend school more regularly
- ensuring the governing body has the information it needs to carry out its role and that it canvasses the views of pupils, staff and parents and acts on any areas of concern.

■ Improve the curriculum by ensuring:

- pupils have more opportunities to deepen and extend their reading comprehension skills
- all aspects of the mathematics curriculum are covered in sufficient depth in every class and pupils systematically build on these skills as they move from class to class
- pupils are allowed to write about themes that really interest and inspire them to produce their very best written work
- the range of subjects covered is extended so that there is full coverage of the national curriculum in every class.

Inspection judgements

The leadership and management are inadequate

- Leaders and managers have not tackled issues that were identified during the previous inspection; consequently, the school's effectiveness has declined since 2013. They have failed to put in effective systems to check the quality of teaching. Teaching is much too inconsistent in its quality and impact and, therefore, pupils do not make sufficient progress in reading, writing and mathematics.
- The new headteacher has worked very hard to try to bring about the necessary improvements. However, this has proven very difficult because although senior and middle leaders are committed and hard working, most are very new to their roles and so largely do not have the necessary experience or expertise.
- The leadership of teaching is weak. Some of the poorer teaching practice has been addressed but there is still more to do to eradicate fully inadequate teaching. However, teachers and learning support assistants are not provided with clear enough guidance on how well they are helping pupils learn. As a result, the quality of teaching remains much too variable and too much is inadequate.
- With external support, senior leaders are starting to keep a more regular check on pupils' achievements. However, they have not been able to ensure agreed classroom procedures are adopted by all staff and have not checked books to ensure that assessments of pupils' work are accurate. Too many pupils are not making sufficient progress and expectations are still much too low in many classrooms.
- Pupil premium funding is not used effectively enough to enable disadvantaged pupils to narrow the gaps in their attainment in reading, writing and mathematics compared to other pupils nationally. An external review of the use of the pupil premium funding enabled leaders to draw up a more robust finance and action plan and a pupil premium champion has been appointed. However, the school has not implemented the action plan with any sense of urgency and so pupils are still failing to make the progress needed to catch up.
- The school is aware of the general areas that require improvement but has failed to act upon them. Plans for improvement are too vague and do not prioritise the specific aspects in most need of urgent improvement. They lack clear and measurable steps to enable leaders to check how well the school is progressing.
- In January 2015, the local authority increased the level of support it provides to the school because it had concerns about pupils' achievements. School leaders have welcomed the additional support provided. This is helping them begin to learn how to check the school's work more effectively. However, it is much too soon to see the necessary accelerated progress needed to ensure pupils quickly overcome the legacy of lost learning and reach their full potential in every class.
- Since the previous inspection, the school has endeavoured to secure links with another school to help improve leadership and management and the quality of teaching. However, despite the school's best efforts, a secure link has not yet been fully established. Nevertheless, the school is about to formalise a planned partnership with a local school with the aim of quickly improving the skills of school leaders and managers and improving teaching and learning. The school urgently requires support to ensure leaders quickly come up to speed and carry out their roles effectively.
- Two-thirds of the responses to the questionnaire to staff about the school were entirely positive. However, almost one third of the questionnaires included some negative responses regarding aspects of leadership and management and communication.
- The curriculum does not meet the needs of many pupils because it does not promote high levels of achievement. The range of subjects studied is too narrow and requirements of the national curriculum are not fully addressed in every class.
- The curriculum does, however, effectively support pupils' spiritual, moral, social and cultural development and helps prepare them for life in modern Britain. Pupils are helped to show tolerance for each other and for those of other faiths and cultures and to understand the importance of democratic processes and the need for mutual respect. Pupils learn about cultural diversity through celebratory events around themes such as food, countries and religious festivals. The school has developed global links through producing artwork, which represents the children's own cultural heritage. This is currently displayed at a gallery in Europe. The school is successful in tackling any overt discrimination and fostering good relationships, but the underachievement of a large number of pupils shows that equality of opportunity is not well promoted.
- The primary school physical education and sports funding is starting to help increase staff confidence in the teaching of physical education. They have had the opportunity to work alongside specialist sports coaches. Pupils enjoy a range of sporting activities and tournaments have been organised.

- Leadership of the early years and many aspects of special educational needs provision are areas of relative strength, helped by the headteacher's experience and expertise in these areas.
- The leadership of the ARC is strong. Staff share their expertise within the school as well as with other feeder schools.
- The arrangements for safeguarding pupils meet statutory requirements and underpin the school's caring approach. However the school's work to keep pupils safe still requires some improvement because the attendance of disadvantaged pupils remains much lower than that of other pupils in school. Therefore, the school cannot always ensure that these pupils are safe.
- The school keeps records to help ensure pupils stay safe. However, these records have lacked rigour over time. Leaders and managers have recently recognised that some records needed updating and steps were subsequently taken to do so.
- Eleven of the 24 parents who responded to Parent View said they would not recommend the school and a small minority considered the school did not respond well to their concerns. However, parents who made their views known to an inspector were largely more positive about the school and consider the school responds well to any concerns.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - The governing body was reconstituted in March 2015 following an external review of governance. Prior to the reconstitution there had not been enough challenge over time to ensure that the pace of improvement in the school was fast enough.
 - Current governors bring a range of professional expertise and experience. They are starting to challenge the school more robustly. However, it is still too soon to see any significant impact.
 - The governing body does not always have enough accurate information on the quality of teaching and the standards in each class, so this makes it difficult for them to challenge the school effectively.
 - Governors are aware of their role in relation to the appraisal of teachers, performance and in ratifying pay awards.
 - Governors have not checked on how the extra funding provided through the pupil premium has been spent nor evaluated its impact well enough.
 - Governors are aware of the need to canvass the views of pupils, parents and staff more regularly and follow up any issues of concern, such as those indicated in the Parent View and the inspection questionnaire to staff.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Although many pupils behave well in lessons and around school, too many become unsettled in lessons and do not work as hard as they might.
- Many pupils have a very sensible attitude to their work and listen respectfully to their teachers and learning support assistants. For example, in one class, pupils sensibly tidied away their reading activities and got out their recorders ready for a music lesson. All pupils in the class waited patiently until everyone was ready to start and not one pupil was tempted to play their recorder until asked to do so. When pupils do not find their work interesting or when it is too hard or too easy, some start fiddling with equipment or looking round the classroom, rather than concentrating on their work. However, pupils do not typically distract others from learning.
- Most pupils say they enjoy school. However, some pupils say they would like to have some more difficult work to complete and that they would like their lessons to be more interesting and varied. Not all pupils cover the full breadth of national curriculum subjects and some pupils clearly find this frustrating because the curriculum is not as exciting as it could be.
- There have been a high number of exclusions since the previous inspection. However, this number is now declining significantly because action taken to support the very small minority of pupils involved has been appropriate. The school works closely with external agencies and this is helping pupils learn to cope more easily in school.
- Pupils are gaining a clear understanding of how democratic processes work when they elect their school council representatives. School councillors are enthusiastic about their role and take it very seriously. They are engaged in many charitable fundraising activities and are currently choosing a list of 'Twenty things to do before you leave Scawsby Rosedale Primary' from suggestions from each class.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Attendance is broadly average. The school keeps a check on attendance and encourages pupils to attend regularly. For example, pupils in Key Stage 1 and the early years are keen to have the chance to look after Charlie Bear and Billy Bear at home as a reward for attending well and working hard. Unexplained absences are followed up. However, the attendance of disadvantaged pupils remains significantly lower than other groups of pupils and this has not been pursued with enough rigour.
- Pupils who made their views known to an inspector say they feel safe and secure in school. A group of pupils said they would tell the headteacher if they had any worries or concerns at all and added that, 'Everybody is our friend here and they all look after us.'
- Parents of pupils new to the school told inspectors that they and their children were made to feel very welcome when they joined the school. This is a school that is very welcoming to different groups of pupils. For example, pupils benefit from working alongside pupils from the ARC. The school ensures pupils in the ARC remain a key part of the school. They have a representative on the school council, for example.
- The majority of parents who responded to Parent View and to the school's own questionnaire consider their children are happy, safe and well looked after at school.
- Some of the parents who responded to Parent View expressed some concerns with the way the school deals with bullying. Most pupils, who made their views known to an inspector, consider bullying is rare. They said that occasionally a few pupils resort to immature and unkind behaviour, such as name calling, but that it stops when they tell a teacher. The school is developing the curriculum to ensure pupils gain an even clearer view of what might constitute different sorts of bullying and what to do if they think they are being bullied.
- Pupils have a good understanding about how to keep themselves safe and avoid potential risks when they use the internet and in their every day lives.

The quality of teaching

is inadequate

- As a result of inadequate teaching over time, pupils in Key Stages 1 and 2 underachieve in reading, writing and mathematics. Expectations of what pupils can achieve and of the presentation of their work, including the quality of their handwriting, are much too low in many classrooms
- The quality of teaching is much too variable. Pupils fail to reach the standards they are capable of because they make swift progress in some year groups and then go on to make much slower progress in other years.
- Too much learning time is needlessly wasted so pupils do not do as well as they could. Lessons do not always get off to a prompt start. Some lessons finish too early and time is sometimes wasted in-between activities or when pupils have to sit and wait for extended periods for others to finish their work. There are also lengthy periods of one-to-one questioning by the teacher about work they already know how to do.
- Not all assessment information of what pupils already know and can do is accurate. This means pupils are often faced with work that is much too easy for them. Other pupils are provided with work that is too hard. They then have to rely too much on adults for additional support to complete their work and so fail to fully understand it for themselves.
- Action has been taken to develop the role of support staff. Learning support assistants provide some effective support at times. However, they do not have clear enough feedback on how well they are helping pupils learn and so more often their impact is limited.
- The quality of marking is poor. Although some work is well marked, most is not. Work is sometimes marked incorrectly and some work is not marked at all. Poor formation of letters and numbers is not always picked up and addressed. Too often pupils are not provided with clear enough guidance on how to improve their work. This means pupils continue to make the same errors in their work and so fail to learn as well as they could.
- Pupils' achievement in writing is hindered because there are not enough opportunities to improve their writing across a range of subjects, as well as in literacy lessons. They often spend a lot of time working on improving the structure of their writing and aspects of grammar, punctuation and spelling, but do not have enough opportunities to write about topics and themes that interest and inspire them to produce their very best work.
- Some pupils have key gaps in their mathematics skills and knowledge. Not all aspects of the mathematics curriculum are covered in sufficient depth and a significant number of staffing changes has contributed to inconsistent teaching of mathematics over time. Pupils fail to build well enough on their skills as they move from one class to the next and so are typically left with a lot of ground to catch up in upper Key

Stage 2.

- Until very recently there has not been a consistent approach to the teaching of reading. In January 2015, the school started to develop a more structured approach to the teaching of reading. Pupils now read more regularly. However, they do not have enough opportunities to deepen and extend their reading comprehension skills.
- Where assessment information is used well and work is set that meets their needs and interests, pupils make better progress. For example, in the Nursery class children enjoyed making and investigating sunflowers. They carefully cut up a range of fruit using very small tweezers in preparation for practising early writing skills.
- A scrutiny of pupils' work in Year 2 shows that many pupils rise to the challenge of higher expectations, particularly in mathematics and catch up a little. In upper Key Stage 2, teachers have some success in addressing some of the inherent gaps in pupils' learning.
- Pupils in the ARC are well supported. There is a strong focus on preparing pupils for the return to their mainstream school. Learning activities are tailored to pupils' individual needs. Pupils enjoy joining in with activities outdoors in the early years area. They also have the opportunity to release some tensions in the sensory room, when appropriate. Such activities help pupils learn to cope and handle their own feelings and strong emotions.

The achievement of pupils

is inadequate

- Achievement is inadequate. Standards at the end of Key Stage 2 have been below average for three years and were particularly low in reading in 2014. This is because pupils' progress over time has been too slow.
- Rates of progress have been much too inconsistent. In some year groups pupils learn quickly and then their rates of progress slow right down when they move on to the next year. Although standards are starting to rise, too many pupils fail to reach the standards of which they are capable.
- Although children get off to a good start in their learning in the early years, progress across Key Stage 1 is too inconsistent. The proportion of pupils who reached the expected standard for their age in phonics was lower than that found nationally in 2014, because the teaching of phonics in Key Stage 1 was not strong enough. Nevertheless, pupils typically make faster progress in Year 2. Standards at the end of Key Stage 1 are declining slightly year on year but remain broadly average overall.
- Pupils fail to build systematically on their skills as they move through Key Stage 2. Since the previous inspection, rates of progress have typically slowed across lower Key Stage 2. Although pupils typically make a little faster progress in upper Key Stage 2, they do not fully catch up on lost learning.
- The most able pupils underachieve. The work in pupils' books and the school's own records show that expectations are much too low in many classrooms. As a result, too few pupils reach the higher Level 5 in every subject at the end of Key Stage 2.
- There is a significant gap between the attainment of disadvantaged pupils and that of other pupils in some classes, particularly at Key Stage 1. External support is now guiding the school in using the pupil premium funding more effectively, but the school has not acted quickly enough to implement fully the recommendations of the recent review.
- In 2014, test results at the end of Year 6 showed that the attainment of disadvantaged pupils supported by the pupil premium funding rose. However, the attainment of other pupils in the school did not improve and remains below the national average. The attainment of disadvantaged pupils matched that of other pupils in the year group in reading and they were a term ahead in writing, although they were still a term behind in mathematics. However, their attainment was over three terms behind other pupils nationally in reading, two terms behind in mathematics and one term behind in writing. Some disadvantaged pupils are starting to make faster progress, but still have a lot of lost ground to make up and they continue to make slower progress than other pupils nationally.
- Disabled pupils and those with special educational needs often underachieve because they are provided with work that does not get the best out of them. They are frequently over-reliant on adult support when working in the classroom. Nevertheless, pupils with special educational needs receive strong pastoral support. This, alongside good links with their parents, is now helping more pupils make expected rates of progress, relative to their starting points. Pupils who attend the ARC achieve well. They benefit from a lot of one-to-one support and the work set is carefully adapted to meet each individual's very differing needs.

The early years provision**is good**

- There is often a wide spread of ability in each class. However, the majority of children start the early years with skills below these typically expected for their age, especially in their literacy, numeracy and personal and social skills.
- Most children make good progress relative to their starting points. The proportion of children reaching a good level of development was above average in 2014. Children made the fastest progress in reading, numeracy and in their personal and social development and were well prepared for the move into Year 1.
- Teaching is consistently good. Learning is firmly based around children's abilities and interests. Children cannot wait to explore the wide range of well-planned activities provided and grow into enthusiastic and independent learners. Indoor and outdoor areas alike provide opportunities for children to develop their imagination and explore and share ideas.
- Adults have a clear knowledge of each child's needs. They build a comprehensive profile of children's progress and where the next steps are needed to accelerate progress further. The skilful questioning of children extends their skills in all areas of learning, as well as their overall confidence.
- In the Reception class, children thoroughly enjoyed their work around the theme of 'mini-beasts'. For example, they enjoyed writing about 'mini-beasts', sharing books and discussed how they could find out which creatures live in their garden. They set about digging for worms outdoors with gusto and carefully designed a house for their insects.
- Children behave well. They are safe and cared for well. They respond well to the high expectations of adults and quickly pick up on the well established routines. They relate well to each other and quickly learn to share and take turns. They behave well and relationships are positive.
- A strong staff team is in place that has a clear vision for the future, very much helped by the headteacher's own experience and expertise in the early years.
- It is a mark of the good leadership and management of the early years, that the leader recognised that children did not always do quite as well in writing activities as in other areas of learning. Staff provided a greater range of activities to motivate children to write. They also carefully diagnosed the underlying causes behind some children's reluctance to write and recognised that they needed to provide more activities to develop children's muscles to prepare them for writing. As a result, children are now developing their early writing skills well.

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	106721
Local authority	Doncaster
Inspection number	462281

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	John Rees
Headteacher	Linda Pickles
Date of previous school inspection	8 May 2013
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