

Ripon, Greystone Community Primary School

Quarry Moor Lane, Ripon, North Yorkshire, HG4 1RW

Inspection dates

1–2 July 2015

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

Summary of key findings for parents and pupils

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

- Pupils' attainment and progress declined after the last inspection. Progress is still too variable. It is not consistently good in every class and subject.
- Not all pupils make the progress they should. Too few attain the higher levels of which they are capable, particularly in mathematics.
- The most-able pupils are not always challenged enough throughout the school.
- Pupils supported through the pupil premium do not always make the more rapid progress they should in order to move closer to the levels pupils attain nationally.
- Teaching has not been strong enough over time to secure consistently good progress for all pupils.
- Teachers' expectations are not always high enough. The work they set is not always at the right level of difficulty; for some it is too easy and for others too hard.
- In mathematics, pupils are not always secure in their number and calculation skills to apply what they know to solve problems and so achieve well.
- The behaviour of a few pupils occasionally deteriorates, particularly when they are working on their own, and this impedes their progress.
- Pupils' attendance is below average.
- Support for and monitoring of teaching by leaders have not improved teaching and pupils' achievement sufficiently since the last inspection.
- Leaders, including governors, did not act quickly enough on the recommendations in the previous report to secure more rapid improvements.
- Leaders are not rigorous enough in checking that all pupils achieve well and that funds allocated to support disadvantaged pupils have the impact they should.

The school has the following strengths

- Recent improvements are having a positive impact on improving the quality of teaching and so accelerating pupils' progress, especially in reading and writing.
- Good teamwork, more stable staffing and effective support and training for teachers have resulted in more pupils making good progress this year compared with 2014.
- Good partnership with other schools and the local authority is supporting effective improvement.
- Provision for children in the early years is good. Children make a good start to their learning.
- Pupils feel safe in school and have considerable confidence in the adults that work with them. Most show respect to others and are keen to learn.
- The provision for pupils' spiritual, moral, social and cultural development is promoted well. Pupils have a secure understanding of British values.
- Most parents are very happy with the school, especially how well children progress in the early years.

Information about this inspection

- The inspectors observed teaching throughout the school, including a number of observations carried out jointly with the headteacher. In addition, the inspectors scrutinised pupils’ workbooks and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and three other governors, the headteacher, senior and middle leaders and subject leaders. The inspectors also had meetings with a representative from the local authority and the headteacher of the national support school working with Greystone Community Primary School.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s evaluation of its own performance, current data on pupils’ progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funds for disadvantaged pupils and primary school sports. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- The inspectors considered the 32 responses to the online questionnaire (Parent View). The views of a number of parents the inspectors spoke with during the inspection were also considered.
- The inspectors also took account of the 22 responses to Ofsted’s staff questionnaires and talked to staff during the inspection about their views of the school.

Inspection team

Rajinder Harrison, Lead inspector	Additional Inspector
Steven Goldsmith	Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage, with the remaining few being from a range of minority ethnic backgrounds.
- Children in the early years attend part time in the nursery and full time in the Reception class.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is broadly in line with the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- In 2014, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has had a high turnover of staff since the previous inspection.
- A review of governance has been undertaken to consider how governance can be strengthened.
- The school is currently supported by the local authority and staff from Aspin Park Primary School, a national support school.

What does the school need to do to improve further?

- Improve the quality of teaching, so that all pupils make good or better progress over time and more attain the higher levels in reading, writing and mathematics, by ensuring that:
 - teachers have higher expectations of all pupils, particularly in mathematics
 - all pupils behave well in lessons and are more productive when working on their own
 - teachers set the right level of challenge for all pupils, including the most able
 - teachers plan work that builds successfully on what pupils can do and have already achieved
 - teachers deploy teaching assistants to maximum effect throughout all lessons
 - disadvantaged pupils have the support and guidance they need to achieve well
 - in mathematics, pupils have a secure understanding of number and calculations skills and apply these skills more confidently when tackling new problems.
- Improve the effectiveness of leadership and management by:
 - ensuring that recent improvements are sustained so the school improves quickly
 - checking more rigorously that teaching is consistently good or better in all classes
 - developing middle leadership, including subject leaders, so they are more involved in securing good achievement for all pupils in their areas of responsibility
 - making sure that the assessments teachers make of pupils' progress and achievement are entirely accurate and used to guide teachers in their planning
 - holding teachers to account for the progress all pupils make in their classes
 - doing more to improve attendance, particularly among disadvantaged pupils
 - ensuring that governors challenge senior leaders about pupils' achievement and the quality of teaching more rigorously, so achievement is consistently good for all pupils
 - checking that the funds designated to support disadvantaged pupils have the impact they should in closing the gap between the achievement of these pupils and other pupils in the school and nationally.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management require improvement because weaknesses in the quality of teaching have not been fully tackled to secure consistently good progress in every class and all subjects. Leaders have not ensured that teaching enables all groups of pupils to achieve as well as they can.
- School leaders did not respond quickly enough to the recommendations in the previous report, and while there has been significant improvement in recent months, good practice is not firmly established in all classes. As a result, achievement is not consistently good for all groups of pupils. The monitoring of teaching and learning by all leaders is not rigorous enough to ensure all pupils achieve well. Middle leaders are not fully involved in securing good achievement for all pupils in their areas of responsibility.
- A high number of staff changes, including at senior leadership level, have not helped the headteacher to make improvements quickly. The appointment of key staff, including a new assistant headteacher, has strengthened leadership in the last two terms. With more stability in staffing now, the school is well placed to improve rapidly.
- Following the school's poor results in the national tests and assessments at the end of Year 2 and Year 6, in 2014, the local authority stepped up its support in November 2014. Since that time, effective guidance from the local authority and staff from Aspin Park Primary school have had a significant impact on school improvement. Aspects of the school's work are improving but not quickly enough to secure good achievement and higher attainment, particularly for the most able.
- Equality of opportunity is promoted well by fostering good relations and eliminating any form of discrimination, including the use of racist language. However, equality of opportunity is not evident in the provision, for example, for the most-able pupils, who are insufficiently challenged in their learning and for disadvantaged pupils who are not catching up quickly enough with their classmates, particularly in mathematics.
- Senior leaders now monitor pupils' progress each half term. Occasionally, however, they do not check closely enough that teachers' assessments are entirely accurate in order to guide subsequent planning. As a result, the work pupils are set is not always accurately matched to their needs.
- Teachers' pay is linked to the achievement of pupils in their classes but over time, where some pupils have fallen behind, action to remedy this has not been quick enough to help pupils to catch up more rapidly, particularly those who are disadvantaged.
- Support and training, to equip teachers, teaching assistants and leaders with the skills to enable them to be more effective, have been good this year. However, some of the improvements, for example, the new approach to consistently teaching number and calculation skills in mathematics across the school, has not been in place long enough to have had sufficient impact. Conversely, the teaching of reading and writing has improved and more pupils are now making good progress in these subjects.
- The school has started to implement changes to assessment but not all teachers are confident in applying the new procedures accurately to ensure pupils build successfully on what they can already do.
- The curriculum is developing effectively to ensure the basic skills of literacy and numeracy have a high priority. Topics that engage pupils are developing successfully, with appropriate emphasis on pupils applying their literacy and numeracy skills in other subjects. Recent improvements in systematically developing pupils' number and calculation skills, so that pupils build successfully on previous learning, are helping more pupils make better progress. Pupils are reading more regularly and so standards in reading are rising. The high focus on improving pupils' writing skills is having a good effect on their achievement.
- The curriculum provides a good range of additional activities, including environmental projects, trips, visitors and events such as Space Day, to extend pupils' experiences and enrich their learning.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Inspirational assemblies and other activities encourage pupils to think about the world in which they live, consider environmental issues, value diversity and to be tolerant of other cultures, traditions and faiths. Most pupils conduct themselves well and value the friendships they have with others.
- The school promotes pupils' understanding of British values well. Pupils represent their classes through Student Voice and playground mentors ensure pupils have friends to play with. Staff provide activities and experiences to help pupils appreciate that they have a role to play as young citizens and so pupils are prepared well for life in today's British society.
- While leaders have worked successfully to promote pupils' positive attitudes to school and learning, pupils' attendance remains below average. The appointment of a learning mentor is in hand to help to encourage better attendance.
- The pupil premium funding is not being used effectively to ensure disadvantaged pupils make good

progress in their learning and personal development. The attendance among this group of pupils is below average. Leadership and management of the provision for these pupils requires improvement.

- Disabled pupils and those who have special educational needs achieve well because the support for them is led and managed effectively. Parents are very positive about the way the school supports these pupils and their families, and keeps parents informed if issues arise.
- The leadership of the early years is good. Children make a good start to their learning and progress well.
- The additional funding for sport and physical education (PE) in primary schools is used effectively to increase the opportunities pupils have to enjoy physical activities and learn from specialist coaches, for example, in gymnastics. An increasing number of pupils are taking part in competitive sports and after-school clubs.
- The headteacher, staff and governors are committed to raising pupils' achievement. Effective teamwork is raising staff morale, thus creating a more positive ethos in the school. The new school motto, 'Believe and achieve', is promoted well. Parents praise the recent improvements and say their children enjoy school more and are making better progress this year.
- Safeguarding procedures meet current requirements and are effective. The school takes good care of pupils and any concerns are followed up appropriately. The school involves external agencies where appropriate to safeguard pupils.
- **The governance of the school:**
 - The effectiveness of governance is improving but is not yet good. Governors are very committed to the school and want the best for pupils. They have undertaken a review of their performance, taken advice from the local authority to improve their effectiveness and received training to help them challenge school leaders more effectively.
 - Governors have worked with the headteacher to eradicate inadequate teaching and made shrewd appointments to strengthen leadership and improve the quality of teaching. They are well informed about assessment data so that they can hold leaders to account more effectively about pupils' progress and the quality of teaching. Governors are involved in decisions regarding teachers' pay and check that awards are made only where targets have been met, including the targets they set for the headteacher. However, they do not question closely enough the effectiveness of actions the leaders take to raise achievement.
 - Governors have made good use of the primary sports funding and know the impact this has had on pupils' achievement and their health and well-being. They are less vigilant in checking that the pupil premium funding for disadvantaged pupils is used effectively to help these pupils achieve well.
 - The governing body ensures safeguarding procedures meet requirements.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Typically, most pupils behave well in lessons and have positive attitudes to learning. Occasionally, where teaching does not challenge them appropriately, a few lose interest in their learning and become chatty and restless. This is particularly prevalent when pupils work by themselves. Most continue to do their best. A few do not try hard enough in their behaviour and learning and so do not achieve as well as they should.
- Most staff manage pupils' behaviour effectively, using a range of strategies to encourage them to focus on their learning. Lapses do occur and the few who struggle to maintain good behaviour, despite appropriate support, fail to achieve as well as they should. Such interruptions occasionally impede the progress of others. As pupils said, 'You are here to learn and teachers are only trying to help you.'
- Pupils understand the school rules for good behaviour and the sanctions for any inappropriate behaviour. They say that behaviour is generally good in and around school. 'Falling out' does occur but staff ensure that any disagreements are resolved amicably.
- On the whole, pupils are polite, friendly and courteous. Most treat staff and each other with respect and show kindness to those who struggle with their learning. Older pupils mix well with younger ones and cooperate well together, for example at lunchtimes when playing games and engaging in sporting activities.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school and that staff take good care of them. Pupils are confident that staff will help them if they are worried or upset.

- Pupils know how to keep themselves safe both in and out of school. For example, older pupils explained that the outdoor climbing equipment was 'out of bounds because it was rotten'. In the early years, children explained why you should use sun cream and wear hats when it is hot 'because you could get very hot and it would burn your skin and hurt you'. Pupils are aware of the dangers posed by social media sites and not to 'tell strangers where you live and about your family'.
- Pupils say that there is no real bullying. They explained that name calling did occur sometimes but teachers dealt with this straight away.
- While most pupils like school and attend regularly, the attendance of a few is poor. The school encourages parents to send their children to school every day but a few are absent too frequently. The school is currently appointing a learning mentor to try and raise attendance next year.
- Most parents who spoke to inspectors or completed the online questionnaire, Parent View, agree that behaviour is generally good and their children are safe at school.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils' progress is not consistently good. The high number of staff changes since the previous inspection has not helped the school sustain improvements in teaching in the last two years. There are weaknesses in the quality of planning and teaching in some classes and for some groups of pupils.
- The work set is sometimes too easy for some and too hard for others. Teachers' expectations are not always high enough, particularly for the most able, who sometimes have to do work that they find easy before moving on to work that challenges them. This results in pupils not consistently producing their best work and not achieving as well as they could.
- While most teachers' assessments of pupils' achievements are reliable, there are examples where the assessments are less secure. This results in pupils not always having the work they need to do to progress well.
- Teachers and support staff manage pupils' behaviour well on most occasions and intervene appropriately when lapses occur. A few pupils occasionally present more challenging behaviour that requires more attention. The time taken to do this interrupts learning and impedes the progress pupils make. Such lapses are more prevalent when teaching does not hold pupils' interest and attention.
- The teaching of mathematics is not sufficiently effective to secure good achievement for all pupils. Due to weaknesses in teaching in the past, some pupils have gaps in their number and calculation skills. They are not always confident in selecting the best methods to tackle problem solving quickly and accurately. Work in pupils' books shows that pupils sometimes repeat work they have already completed successfully at the same level of difficulty. This slows pupils' progress, particularly for the most able. The school has introduced a consistent approach to developing pupils' skills systematically but it is too recently implemented to have had sufficient impact.
- The teaching of writing has improved since the previous inspection because this aspect has been a high priority. While pupils are now writing more confidently, they do not always check their spelling, grammar and punctuation and thus eliminate careless errors. This is particularly so at Key Stage 2 where pupils are less secure in their knowledge of letters and sounds (phonics) to spell words accurately.
- The teaching of reading has improved this year and so pupils' standards in reading are rising quickly. The effective teaching of phonics in the early years and in Key Stage 1 has resulted in pupils' greater confidence in tackling unfamiliar vocabulary. Daily reading time, often with support from adults, ensures pupils read regularly at school. Many also read at home because parents are encouraged to listen to their children and support their learning. Pupils enjoy talking about the books they have read and their favourite authors.
- Where learning is most effective, teachers plan work that builds securely on what pupils can already do. For example, in a literacy lesson pupils enjoyed exploring similes, metaphors and personification to create lyrical poems. They were eager to read their compositions to their classmates and seek ideas to improve their work. As a result, pupils made very good progress and were proud of their achievements.
- Most teachers check that pupils understand what they are learning before they set off on independent activities to apply and develop their skills. Occasionally, particularly in mathematics, teachers move on too quickly without checking that all pupils understand what they have learnt. This results in some selecting the wrong methods or resources to solve mathematical problems, and making careless errors that impede their progress.
- Teachers' marking is generally effective in guiding pupils as to what they have done well. However, the feedback does not always make it clear what pupils might do next time to improve their work, particularly

in mathematics. Thus errors, for example in calculation methods, continue to be repeated.

- Well-trained teaching assistants make a good contribution to pupils' learning when they are deployed effectively in all parts of the lesson. Occasionally, teachers do not deploy them well enough during their introductions to have greater impact on learning. Teaching assistants are very effective in supporting individual pupils who have special educational needs or behavioural and emotional needs. Disadvantaged pupils are not always given the same level of attention to ensure they too achieve well.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because it is not consistently good in every class and every subject. While the school's assessments and pupils' work shows that some pupils are now making faster progress, over time they have not made sufficient gains and so are just catching up to where they should be. Continued changes in staff and previously weak teaching have hindered faster progress.
- In 2014, pupils in Year 6 failed to meet the government's minimum floor targets. Their attainment was below average in reading, writing and mathematics. The attainment of Year 2 pupils also declined in each of these subjects. Overall standards dipped from those in 2013 and were well below average. The proportion of pupils attaining the expected levels in the Year 1 phonics screening was also below average.
- This year, with greater focus on reading and the teaching of phonics, Year 1 pupils have exceeded the expected levels. Most pupils in the current Year 2 and Year 6 are on track to make expected progress and standards in reading, writing and mathematics, while overall still below average, are rising. However, too few pupils are achieving at the higher levels in all subjects, but particularly in mathematics, because teachers' expectations are not high enough, especially of the most able.
- In 2014, the Year 6 disadvantaged pupils supported by the pupil premium attained lower standards than their classmates in reading, writing and mathematics. Their overall attainment fell short of their classmates by two terms in writing and mathematics, and three terms in reading. Disadvantaged pupils were nearly two years behind other pupils nationally in reading and writing, and four terms behind in mathematics. Currently, Year 6 pupils supported through this funding are over a term behind their classmates in reading and writing, and three terms behind in mathematics. The gap in their attainment and that of other pupils in the school is closing but not fast enough. These pupils are not making the same rates of progress as their peers nationally. This is because the progress of these pupils is not monitored closely enough to ensure that over time they receive the support they need to achieve well.
- The most-able pupils do not achieve as well as they could because they are not challenged sufficiently. Recent improvements in teaching show that when appropriately challenged, these pupils achieve well. An increased number in the current Year 6 are working at the higher Level 5 in reading and writing. Their achievement in mathematics is not as strong because of inherent gaps in their learning.
- The teaching of reading has been strengthened. Phonics is being taught more systematically in the early years and Key Stage 1, and pupils are keen to read. Continued encouragement for pupils to read at home has helped to raise attainment in reading. Almost all pupils are now making expected progress and an increasing number are making better than expected progress.
- Pupils are making better progress in writing this year because it has been high priority since the previous inspection. Effective support and training for staff have raised their expectations of what pupils can achieve. Pupils write regularly in literacy and other subjects; these increased opportunities are helping pupils to become more confident writers. Basic errors in spelling, punctuation and grammar detract from higher quality work in some cases. Older pupils in Key Stage 2 have not experienced the quality of phonics teaching now in the school to help them to be more accurate in their spelling.
- In mathematics, not all pupils make the expected progress because there are inconsistencies in the way teachers develop pupils' number and calculation skills. Pupils are not always confident in selecting the most appropriate method to solve multi-step problems, particularly when these problems are written in words. This lack of confidence results in pupils guessing rather than thinking systematically and applying, for example, their knowledge of multiplication tables more accurately. Occasionally, pupils do not have the most appropriate resources to support their learning and hence their progress is not good.
- Disabled pupils and those who have special educational needs make good progress from their starting points because they are supported well through individual guidance that is matched well to their needs. Their progress is reviewed closely so that additional support can be planned quickly to help them achieve well.

The early years provision**is good**

- Children start in the Nursery class with knowledge and skills below those expected for their age. Good teaching and careful assessments ensure that children make good progress. Of the children currently in the Reception class, half have attained good levels of development in all the areas of learning. Many have exceeded these levels in some of the areas of learning, with strengths in their phonics, literacy and number skills and in their personal, social and emotional development. This is a vast improvement on the school's performance in 2014. Overall, children are ready to start Year 1.
- Children are happy and feel safe at school, form trusting relationships with staff and so make a good start to their learning. By the time they leave the Reception Year, many children attain good levels of development. None exceed these good levels, however, in all the areas of learning because teachers' expectations are not always high enough, particularly of the most able.
- The early years has improved considerably in the last two years because leadership and management are good. Strong team work ensures that the activities staff plan help children progress successfully in all the areas of learning. Improved assessment procedures ensure children build successfully on what they already know and can do, and so achieve well.
- All children, including those who are disabled or who have special educational needs, make good progress. The most-able children are generally challenged well when working in ability groups but opportunities are missed to challenge them further, particularly in their writing.
- Teaching is good, with notable strengths in the teaching of phonics and reading. The welcoming environment encourages children to explore the world around them and discover for themselves. Children enjoy learning and try their best. They know learning is important and explained most emphatically that, when learning phonics, 'You have to learn sounds like 'ch' and 'b' if you want to read stories by yourself.'
- Classroom activities extend effectively into the well-designed and exciting outside area. Staff encourage children's curiosity as they explore books, act out stories through role play and search for mini-beasts in the hideaways in their play areas. Children have good opportunities to talk and share ideas. Timely adult interventions help them to develop confidence and independence in their learning. Those children planning to go to the moon explained, 'You have to go in a rocket and you need a special suit, so that you don't float away and can breathe.'
- Staff model good practice and establish clear expectations for pupils' behaviour and learning. Most children listen attentively so that they understand what is expected of them. A few who find it difficult to sustain concentration are managed successfully. They know they must share resources and wait their turn sensibly. Children are friendly and kind; they help with the tidying up 'so our classroom does not get a mess'.
- Welfare and safeguarding arrangements are good. Staff take good care of the children at all times.
- Parents speak highly of the school and how well their children settle and learn. Many support their children's learning at home by, for example, listening to them read and practising number rhymes.

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	121442
Local authority	North Yorkshire
Inspection number	462231

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	177
Appropriate authority	The governing body
Chair	William Swan
Headteacher	Anthony Keane
Date of previous school inspection	4 July 2013
Telephone number	01765 603481
Fax number	01765 608989
Email address	admin@greystone.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

