

# Grove Primary School

Caledonia Road, Wolverhampton, WV2 1HZ

**Inspection dates** 18–19 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Standards in reading, writing and mathematics are too low; pupils throughout the school do not make enough progress in acquiring the skills they need to learn.
- Provision in the early years is poor and is not as good as it was at the time of the school's previous inspection.
- Teachers do not use the information about what pupils already know when they plan lessons. Their expectations of what pupils can do are not accurate; work is too difficult for some and too easy for others.
- Teachers and teaching assistants do not check pupils' learning in lessons, so pupils are too often given insufficient support to help them learn effectively.
- Teachers and other adults do not manage pupils' behaviour in lessons well enough, so there is too much off-task behaviour that slows down pupils' progress.
- The support for groups of pupils who struggle with their work, including disabled pupils, those who have special educational needs and pupils who speak English as an additional language, is not effective.
- Pupils' work is not always marked and, when it is, comments made are not always helpful to pupils in improving their work.
- In spite of recent changes, the school's work to keep pupils safe is inadequate. The headteacher and governors are dealing with a small number of remaining issues.
- The behaviour of a small but significant number of pupils is poor, both in and around school.
- Frequent changes in leadership and the poor skills demonstrated by senior leaders until very recently mean that the school has made little improvement since it was last inspected. School leaders have failed to improve the quality of teaching, the standard of pupils' work and the rate at which they progress.
- Systems to check on the school's effectiveness are inadequate and have not provided senior leaders and governors with an accurate view of the school's performance.
- Frequent changes in governance have resulted in governors failing to hold school leaders to account for the lack of improvement since the school was previously inspected.

### The school has the following strengths

- The recently appointed leadership team has made a swift start in identifying the school's main weaknesses and is making moves to improve the effectiveness of staff.

Information about this inspection

- Inspectors observed pupils’ learning in 19 lessons. None of the observations were carried out jointly with the executive headteacher or other school leaders. In addition, inspectors looked at wall displays in classrooms and around the school to get an overview of the quality of the school’s curriculum.
- Inspectors listened to pupils read and looked at the work in pupils’ books.
- Inspectors looked at a wide range of documentation, including the data the school collects on pupils’ progress. Documents detailing the school’s arrangements for safeguarding were reviewed and discussed.
- Meetings were held with governors, senior leaders, some subject leaders and pupils. A meeting was held with two representatives of the local authority.
- Questionnaire responses from 19 members of staff were analysed.
- There were insufficient responses to Ofsted’s online questionnaire, Parent View, for them to be published. There are no recent questionnaires giving parents’ views of the school. An inspector spoke to a small number of parents collecting their children at the end of the school day.

Inspection team

David Speakman, Lead inspector	Additional Inspector
Linda Rowley	Additional Inspector
Marlene Hotchkiss	Additional Inspector

## Full report

*In accordance with the Education Act 2005, 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

- The school is larger than the average-sized primary school.
- Children attend Nursery part time and Reception full time.
- The large majority of pupils come from a range of different minority ethnic backgrounds. Of these, the largest group, at around a fifth, consists of Indian pupils. About a quarter of the pupils are White British.
- About half of the pupils speak English as an additional language. This is a well above average proportion.
- The proportion of disadvantaged pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is well above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast club before school each morning. This is managed by the governing body and was observed during the inspection.
- The school is now supported by a new senior leadership team from St Martin's Multi-Academy Trust.
- The school was judged to require special measures when it was last inspected in July 2013. Since that time, it has had five monitoring inspection visits from Her Majesty's Inspectors (HMI).
- Since the school was last inspected, there have been many changes in staffing:
  - the headteacher left the school in December 2014 and an acting headteacher was appointed
  - at the end of April 2015, the acting headteacher was replaced by an interim executive headteacher
  - the senior leadership team has been replaced
  - a number of teachers with key responsibilities have left the school or relinquished their responsibilities
  - the governing body has been replaced
  - five teachers are temporary supply teachers.

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

- Improve the quality of teaching by ensuring that:
  - staff have realistic expectations of what pupils can do and use accurate assessment information when planning pupils' work so that it is matched well to what pupils already know
  - work is planned and set that is difficult enough, so that all groups of pupils make better progress
  - in-class support is improved for disabled pupils, those who have special educational needs and pupils who speak English as an additional language
  - teachers and teaching assistants check pupils' learning throughout lessons and intervene so that all pupils are appropriately supported and learn effectively
  - the marking of pupils' work is always completed and gives useful advice on how pupils can improve their work
  - pupils' behaviour is managed effectively in lessons.
- Raise the level of pupils' achievement throughout the school by:
  - strengthening younger pupils' knowledge of phonics (letters and the sounds they make)
  - ensuring that pupils build effectively on early reading skills to become competent readers through increased opportunities for them to read more widely

- improving pupils’ use of grammar, punctuation and spelling in their writing so they at least meet the standards expected for their ages
  - providing more opportunities for pupils to write at length in a range of styles and in different subjects
  - improving pupils’ basic numeracy skills to improve accuracy in mathematics.
- Strengthen leadership and management at all levels so there is a greater collective capacity to improve the effectiveness of the school by:
- creating a school improvement plan, based on rigorous checks of all aspects of the school’s work and focused on the school’s main weaknesses
  - ensuring that leaders at all levels, including governors, help check the school’s progress towards achieving its improvement targets
  - implementing more robust checks on the work of all staff and setting challenging targets to improve their effectiveness
  - ensuring that all subjects and key areas of the school’s work are led and managed well.

An external review of governance and of the school’s use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- Frequent changes in leadership, poor leadership skills over time, as reported by the local authority, and a lack of effective checks made on the school's performance, mean that the school has not improved since it was last inspected. A culture has been allowed to develop in which poor teaching and unsettled behaviour in lessons are too readily accepted.
- Leadership of teaching has been weak since the school was previously inspected. Staff at all levels have not been supervised adequately. Targets set to check the work of teachers have not been challenging enough, so pupils' achievement is poor and standards remain low. No formal checks have been made on the work of teaching assistants. The governing body's monitoring of the work of the previous headteacher and acting headteacher was not effective. Leaders have failed to improve the quality of teaching.
- The school should not appoint newly qualified teachers.
- Previous leaders did not make accurate or rigorous evaluations of the quality of the school's work and its impact on pupils' learning and progress. They did not identify precisely what needed to be done to improve the school or how improvement could be achieved, and they did not put effective actions into place to improve the quality of education.
- Leadership of subjects and other key areas of the school's work, such as provision for disabled pupils and those who have special educational needs, is inadequate. Some pupils were wrongly identified as having special educational needs. A significant number of these were academically behind where they should have been for their ages because of poor teaching. Pupils' progress has not been tracked this year and the special educational needs coordinator (SENCO) has not made the necessary checks to form an accurate view on the quality of support for these pupils and its impact on learning. Leadership in English and mathematics has failed to secure improvement in these subjects. Leadership of the early years has been ineffective; the previous leader has not been replaced after relinquishing the post.
- Arrangements for tracking the progress of different groups of pupils in all key stages lack rigour and are inadequate. Too many staff have an overly optimistic view of the work of the school. Teachers' assessments of pupils' progress are inaccurate and over-inflated; for example, some teachers have assessed their pupils to have made good progress when the work in pupils' books demonstrates inadequate progress over time. Pupils' progress in lessons is too often inadequate.
- Pupil premium funds are not used to good effect to support the progress of disadvantaged pupils. Although the funds have been spent on initiatives intended to close the gaps in attainment between disadvantaged pupils and others in reading, writing and mathematics, the small-group work and one-to-one support provided has been ineffective. Funds have also been directed at improving the attendance of disadvantaged pupils, but the attendance of these pupils remains well below the national average.
- The primary physical education and sports funding has had some impact on improving pupils' skills through the employment of a sports coach to provide good-quality physical education for pupils. However, opportunities for teachers to improve their skills in teaching this subject are lost as they do not work alongside the coach to learn from good practice.
- The school does not promote equality of opportunity well enough. There is much variation in the quality of teaching and learning across the school, with the result that many pupils do not have access to good teaching.
- The curriculum is inadequate. It is not planned to meet the specific learning needs of pupils. Too little emphasis is placed on developing pupils' skills and knowledge in English, mathematics, science, and information and communication technology. The curriculum has not led to improved achievement, and it is not presented in a sufficiently stimulating way to improve classroom behaviour.
- The promotion of pupils' spiritual, moral, social and cultural development is inadequate. Although the vast

majority of pupils respect diversity, a few still hold negative views about people who appear to be different. Most pupils know the difference between right and wrong, but a very few choose not to behave well. Pupils do not place a high enough value on good achievement.

- The school does promote positive values through its work to prepare pupils for life in modern Britain. It promotes democratic processes through the school council. Pupils prepare class charters and, in forming the school rules, they learn to appreciate the need for rules. Aspects of the curriculum help pupils to understand the rights and responsibilities of individuals. They learn about different faiths in religious education lessons. However, because of the variable quality of the teaching, this aspect of the school's work still requires further improvement.
- The local authority has provided a high level of support since the school was placed into special measures in 2013. It set up a school improvement board to monitor the school's improvement. It has been responsible for the changes to leadership and governance, replacing the headteacher with an acting headteacher and setting up a new governing body, which included representatives from the local authority. It set up links with a number of successful schools to support improvement at Grove. However, their actions to improve the school were met with some resistance and a lack of cooperation by previous leaders so the school did not improve. It has now arranged for support through interim leadership from St Martin's Multi Academy Trust. This is beginning to show improvement in key areas of the school's work.
- Safeguarding arrangements now meet requirements. Appropriate checks are made on adults to safeguard children. Training in safeguarding is up to date for all current staff.
- Since the arrival of the new leadership team, there has been a refreshed approach to improving the school. In the few weeks leaders have been in school, they have very quickly identified the most important issues to address. Through monitoring and coaching, there has already been an improvement in teaching in half of the classes. Attendance has improved. There are plans to restructure staffing so that leadership in key areas improves. Equally important is that a number of staff have more positive views about the future of the school. Some believe the new senior leadership team has already made significant changes and that there is now clarity as to how the school will improve. Staff feel well supported by the new leaders.
- **The governance of the school:**
  - Governance is inadequate. Governors are planning strategies to check the school's effectiveness, but the governing body is newly formed and it is still setting priorities for the improvements needed. Governors lack information about the quality of teaching and pupils' learning so they have not yet reached the stage where they can confidently challenge the school's performance.
  - Because the processes for managing staff performance are flawed and there have been numerous changes in staffing, governors are not in a position to make decisions about staff pay rises. They are not in a strong enough position to challenge staff who are not doing as good a job as they should.
  - The governing body has addressed some of the most critical weaknesses identified by Her Majesty's Inspectors in their monitoring visits. They have made sure that safeguarding arrangements meet current national requirements.

## The behaviour and safety of pupils

are inadequate

### Behaviour

- The behaviour of pupils is inadequate. Attitudes to learning are not good enough because pupils have not developed skills in working on their own, in groups, or in persevering when they find work difficult. If they have problems in their work, they do not readily try to solve the issues for themselves or seek help from others, but become distracted and make little progress.
- Pupils too often choose not to contribute to lessons. There are frequent examples of pupils not responding to the teachers' marking of their work when they are asked to make specific corrections.
- Behaviour deteriorates when pupils are not challenged by the level of work set, when they do not have enough to do, or when work becomes repetitive. At these times, pupils become bored and disengaged,

often disturbing others around them. This type of behaviour occurs in a number of classes, including classes for the youngest children. When low-level disruption occurs, learning slows.

- At lunch and break times, the behaviour of most pupils is orderly and pupils play harmoniously together. However, on the Key Stage 2 playground, a very few pupils display inappropriate or poor behaviour. Pupils admit that, recently, behaviour has deteriorated, and this has been during the time leadership has been unsettled. The poor behaviour is restricted to only a few pupils, so most are able to ignore it.
- Attendance is well below the national average and has been for some time. The proportion of pupils last year who were away from school regularly and had an unacceptable amount of time off school was well above the national average. Since the new leadership team has arrived and has worked alongside the home school community liaison officer, attendance has improved.

## Safety

- The school's work to keep pupils safe and secure is inadequate. A number of issues from a recent safeguarding audit are being dealt by the senior leadership team.
- Pupils are aware of the different forms bullying can take and know what to do if they ever need help. They are aware that bullying can take place over social media sites and have had advice on what to do should it ever happen to them. Police and fire services have given pupils guidance on how to deal with a range of safety issues out of school.
- Most pupils say they feel safe, although some do not. They say bullying does happen. While most say they know how to deal with it, some pupils say they would not inform staff for fear of reprisals. They feel that bullying would be dealt with effectively by some staff but not by all of them.
- Staff know about child protection matters and intervene if they suspect that any child may be at risk. New leaders work closely with the home school community liaison officer and outside agencies to ensure the safety of children out of school.
- Pupils are looked after well enough in the before-school club. There is a limited range of activities that are adequately supervised. Pupils attending the club behave well and enjoy being there.
- The school's supervision of pupils during break and lunchtime improved during the inspection. However, at the start of the inspection, there were insufficient staff to ensure pupils' safety.

## The quality of teaching

**is inadequate**

- Teachers do not match work to what pupils have previously learned. Their expectations of what pupils can do are not realistic or ambitious enough because planning is not based on accurate assessments of pupils' learning. The work provided is often too easy for some pupils and too difficult for others. Too little attention is given to matching work closely to pupils' different abilities to enable all groups of pupils to make better progress, particularly the most able.
- Behaviour is not managed consistently well by teachers. Too often, pupils become bored and disengaged because the work fails to engage their attention. Teachers do not always deal with disruptive behaviour. When they do, they do not make arrangements for the rest of the class to carry on working, so this affects the progress of all. Teachers do not use the agreed behaviour management process well enough to encourage pupils to behave well and achieve. Moving through the different 'sanction stages' at a quick pace means that minor behavioural incidents are not dealt with properly by the class teachers, and behaviour quickly escalates into more serious incidents which senior leaders are expected to deal with.
- Too many lessons are not well organised and do not ensure that pupils of different abilities make enough progress. Adults do not keep a careful watch on how well pupils are learning in lessons and do not adapt their teaching to improve progress. They do not always intervene when pupils are off task or provide support to give pupils a better understanding of their work.



- The teaching of reading is poor. Teachers do not build sufficiently on pupils' existing knowledge of phonics (letters and the sounds they make). By the end of Years 2 and 6, standards in reading are well below average. In guided-reading sessions, work is not difficult enough for the most-able pupils. Too much time is spent on drawing pictures and colouring in rather than moving on to more difficult tasks, such as comprehension.
- The teaching of writing does not enable pupils to make adequate progress. Pupils' writing books show that far too little progress is made between Years 2 and 6 in improving writing because teachers have low expectations of what pupils are capable of doing and work set does not move pupils on from previous learning. Workbooks in Year 3 show pupils are not given enough opportunities to write, and far too little work is completed over the course of the year. Teachers do not link writing in to other subjects to make it meaningful and interesting.
- Mathematics is not taught well enough, so the progress made throughout the school is poor. Expectations for pupils at all ages and of all abilities, especially the most able, are too low. Work is not planned to help pupils consolidate their learning by providing questions that get progressively more difficult, particularly in the early stages of developing numeracy skills. Some pupils were asked to do work that they had already completed twice. Pupils were asked to repeat the work they had already done correctly to prove to the teacher that they could do it.
- The teaching of disabled pupils and those who have special educational needs is inadequate. Although pupils are often supported out of class, there is little or no planned provision to support these pupils in lessons.
- Pupils who speak English as an additional language are sometimes helped to build a basic vocabulary but, overall, teaching for them is inadequate. New senior leaders have identified the need to improve the early identification of new starters, improve the level of support in lessons and to develop a consistent approach to supporting these pupils.
- The marking of pupils' work does not help them to improve. Key errors are not always corrected; for example, in spelling. Untidy work is too often accepted. Grammatically inaccurate work is often marked as correct. The marking of some pupils' work is infrequent, and some staff, particularly supply teachers, do not mark pupils' work at all. Teachers sometimes make helpful comments, but they do not ensure that pupils follow the advice given to correct mistakes.
- Teachers' deployment of teaching assistants varies from class to class. Some good support work was seen where a teaching assistant worked with pupils at the very early stages of learning English, teaching them the names of numbers, how to count in English and how to write numbers. For much of the time, however, teaching assistants are not deployed effectively and spend too much time watching the teacher teaching rather than supporting the pupils.
- More recently, teachers and teaching assistants have listened to advice given to them from the new senior leadership team during their observations of lessons. Some are now implementing advice given to them to improve their teaching. They are providing work at different levels matched to pupils' abilities. A few are showing high expectations of pupils and challenging them to move on to the next steps more quickly. The school's monitoring records show improvements in teaching in half of the classes. However, weaknesses in teaching still persist and some staff show a lack of understanding of what makes teaching effective.

### The achievement of pupils

### is inadequate

- Attainment at the end of Year 2 has been well below average in reading, writing and mathematics for the last five years. There is little sign of improvement. Attainment in 2014 was no better than in previous years, and pupils at the end of Year 2 this year are on track for similar results. The results of the phonics screening check at the end of Year 1 in 2014 improved on those of the previous year, but were still below average. The improvement in pupils' understanding of phonics is not reflected in current reading standards, which are still below the expected level.



- Although results at the end of Year 6 in 2014 were higher than those in 2013, standards at the end of Year 6 in reading, writing and mathematics have been very low for the last four years. Pupils' attainment is between one and two years behind where pupils are expected to be nationally. In 2014, less than half of the pupils attained the nationally expected level in reading, writing and mathematics combined.
- The school's assessment data, scrutiny of pupils' books and observations in class show that current attainment remains well below that expected for pupils' ages in English and mathematics. The progress that pupils currently in Year 6 have made over time is inadequate.
- In 2014, disadvantaged pupils did not make as much progress as others. There is still a wide gap between their attainment and that of others in school and nationally. This gap was wider in 2014 than it was in 2012. In mathematics, disadvantaged pupils were almost two years behind other pupils in school. In reading and writing, they were a year and a half behind other pupils. In all three subjects, they were over two years behind other pupils nationally.
- The achievement of the most-able pupils is inadequate. The proportion of pupils attaining the higher levels in reading, writing and mathematics at both Years 2 and 6 were well below the corresponding national averages in 2014. Pupils' workbooks confirm that these pupils make inadequate progress, particularly in Key Stage 2.
- Disabled pupils and those who have special educational needs underachieve. Inadequate arrangements to support these pupils in class and poor monitoring of their progress mean that they do not get the right support quickly enough to enable them to do well. For similar reasons, pupils who speak English as an additional language make the same inadequate progress as other pupils.
- Some teachers have acted on advice from senior leaders following lesson observations so there is improved attainment in some areas. The writing of the most-able pupils in Year 2 is now good, and these pupils are making good progress. However, almost a half of pupils in Year 2 continue to have basic tuition in reading and very basic writing, so the progress in writing made by the whole year group remains inadequate.

### The early years provision

### is inadequate

- Children join the early years with skills that are below those typical for their age in all areas of learning, but are particularly low in their personal, social and emotional development, understanding the world and expressive arts. In 2014, the proportion of children achieving a good level of development was well below the national average, showing inadequate achievement. Children are not prepared well to join Year 1.
- A lack of consistent leadership and guidance for adults working in the Nursery and Reception means that the provision is not as good as it has been in the past. The work of adults has not been adequately supervised so teaching in the early years is now inadequate. Assessments made on children's achievements are not reliably accurate. Despite the inadequate provision observed, the school claims that standards have now risen significantly and that a much higher proportion of children are achieving a good level of development this year. Inspection evidence does not support this view.
- Teachers are not well organised and do not interact enough with the children. In Reception, children are left waiting for their next steps in learning and become bored. Teaching assistants know the children well and sit with children in the Nursery, talking to them and developing their spoken language. Teachers do not direct children well enough or give them ideas about what they might do next during activities where they learn by exploring and investigating. Consequently, children do not make enough progress. In teacher-led activities in Reception, work set is often too difficult and children are not able to progress on their own without support.
- Staff are aware of the need to keep children in the early years safe. Adults are watchful and make sure that children are free from risk of danger when investigating and exploring. Staff check the security of children at the end of sessions.

- Children's behaviour is poor, and there are occasions when teachers do not deal with incidents of inappropriate behaviour. Children do not readily cooperate with each other. They sometimes revert to name-calling and pulling faces at each other. When left to work on their own, their attention span is very limited and they soon lose interest and move on to something else.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	104352
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	462661

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Ireland
<b>Headteacher</b>	Lynne Law (Interim Executive Headteacher)
<b>Date of previous school inspection</b>	2 July 2013
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