

International Stanborough School

Stanborough Park, Watford WD25 9JT

Inspection dates

20–22 October 2015

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Overall experiences and progress of young people in the boarding provision	Inadequate
Quality of care and support in the boarding provision	Inadequate
How well children and young people are protected in the boarding provision	Inadequate
Impact and effectiveness of leaders and managers in the boarding provision	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership and management of the school are inadequate because leaders, managers and governors do not keep all pupils in the school safe at all times.
- Senior leaders do not ensure that boarders are at all times under the responsibility of an identified member of staff because procedures for covering for the absence of senior boarding staff lack clarity.
- Senior leaders and governors do not have a realistic view of the school's current effectiveness. This school has not improved quickly enough.
- International pupils do not all make the progress they should when taught alongside other pupils in the Stanborough School.
- Teachers do not plan their lessons well enough to meet the needs of the international pupils. Teachers do not take into account international pupils' variable understanding of English.
- Teachers' marking does not always indicate clearly how pupils can improve their work.
- The school does not meet the independent school standards and national minimum standards for boarding schools.

The school has the following strengths

- Pupils are proud to be members of the International School and behave very well. They are respectful towards one another and towards members of staff. Attendance is high.
- International pupils make good progress when learning English as a foreign language.
- The school promotes pupils' spiritual, moral, social and cultural development very well.
- Teachers have good subject knowledge and make good use of available resources.
- Increasingly, some middle leaders are becoming more effective.

Compliance with regulatory requirements and national minimum standards for boarding schools

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and the national minimum standards for boarding schools. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Ensure that all pupils are kept safe by:
 - making sure that the school's single central register is fully compliant with current requirements
 - reviewing all policies and procedures relating to the safeguarding and welfare of young people so that systems are clear to all stakeholders and policies are implemented effectively and consistently
 - ensuring that the admission register is maintained accurately.
- Strengthen the quality of leadership at all levels, including governance, by:
 - improving the quality of school improvement planning
 - producing a realistic evaluation of the International School's current provision
 - improving systems for holding leaders at all levels to account
 - ensuring that the existing good practice at middle leadership level is shared
 - conducting a review of the governing body's effectiveness.
- Improve the quality of teaching and pupils' outcomes by:
 - ensuring that teachers make full use of available information on pupils' prior attainment, their level of English and their targets when planning lessons
 - making sure that teachers' marking tells pupils clearly how they can improve.
- Ensure that the 'missing pupil' policy is clear and factual, and gives staff definitive and useful guidance.
- Ensure that rigorous systems are put in place to cover the absence of senior boarding staff.
- The school must meet the following independent school standards:
 - The proprietor ensures that pupils acquire knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught; that teaching in the school involves well planned lessons and effective teaching methods, activities and management of class time; and that teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraphs 3(a), 3(c) and 3(d)).
 - The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7(a) and 7(b)).
 - The proprietor ensures that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges (paragraphs 8(a) and 8(b)).
 - The proprietor ensures that relevant health and safety laws are complied with by the effective drawing up and effective implementation of a written health and safety policy (paragraph 11).
 - The proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
 - The proprietor ensures that the welfare of pupils at the school is safeguarded and promoted by drawing up and effective implementation of a written risk assessment policy; and that appropriate action is taken to reduce risks that are identified (paragraphs 16(a) and 16(b)).
 - The proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question (paragraph 21(1)).
 - The proprietor ensures in relation to each member of staff appointed on or after 1st May 2007, whether checks were made pursuant to paragraph 18(2)(e) (paragraphs 21(3) and 21(3) (a) (viii)).
 - The proprietor ensures that, in respect of each member of staff in post on 1st August 2007 who was

appointed at any time before 1st May 2007, that each check referred to in sub-paragraph (3) was made and that an enhanced criminal record certificate was obtained, together with the date on which any such check was completed or certificate obtained (paragraph 21(4)).

- The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; that they fulfil their responsibilities effectively so that the independent school standards are met consistently; and that they actively promote the well-being of pupils. For the purposes of paragraph (1)(c) “well-being” means well-being within the meaning of section 10(2) of the Children Act 2004 (paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c) and 34(2).

■ The school must meet the following national minimum standards (NMS) for boarding schools.

- All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible (NMS 3.4).
- The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action is taken to reduce risks that are identified (NMS 6.3).
- In addition to main meals, boarders have access to drinking water and food or the means of hygienically preparing food at reasonable times, and that the school is sensitive to boarders’ individual needs in this respect (NMS 8.3).
- The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (NMS 11.1).
- The school’s governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary (NMS 13.1).
- There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff (NMS 13.2).
- The school’s leadership and management demonstrate good skills and knowledge appropriate to their role (NMS 13.3).
- The school’s leadership and management consistently fulfil their responsibilities effectively so that the standards are met (NMS 13.4).
- The school’s leadership and management and governance actively promote the well-being of pupils (NMS 13.5).
- The school follows and maintains the policies and documents described in Appendix 1 (NMS 13.7).
- There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence (NMS 14.3).
- Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding (NMS 15.1).
- The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved (NMS 15.3).
- Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced (NMS 15.4).
- The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards (NMS 18.1).
- The school’s written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld) (NMS 18.2).

Inspection judgements

Effectiveness of leadership and management	is inadequate
Impact and effectiveness of leaders and managers in the boarding provision	are inadequate
How well children and young people are protected in the boarding provision	is inadequate

- Leaders, managers and governors have not taken strong enough action to ensure that all pupils are kept safe, particularly those pupils who are boarders. Correct procedures for investigating allegations against members of staff and for notifying the local authority's designated officer for child protection have not been followed. This potentially compromises pupils' welfare and safety.
- The boarding provision is not managed effectively. The head of boarding failed to provide key information requested during the inspection, and was unclear about the number of international pupils on roll. It was not clear whether central records pertained to international pupils or mainstream boarders. This does not evidence good knowledge of the management role.
- There are not enough qualified experienced boarding staff to meet the needs of the pupils. An experienced head of boarding is in post; however, arrangements to deputise in the forthcoming absence of both senior boarding staff are unclear and unknown by the volunteer staff working in the boarding provision.
- The monitoring of leadership and management of boarding is not effective. A brief section in a report to governors does not cover the management and delivery of boarding nor does it identify action points to address any shortfalls. The school's review of boarding against the national minimum standards states that all standards are met, with two that require improvement. This inspection identified 16 unmet standards. This demonstrates that the review was neither comprehensive nor realistic.
- A number of policies relating to boarding make reference to out-of-date guidance. The 'missing students' policy uses terminology that is outdated, and the safeguarding policy referred to guidance that has been superseded. The fire risk assessment does not include boarding pupils, although this was amended during the inspection.
- The school's improvement planning is not sharply focused on the key issues for improving the quality of provision. Regular times for monitoring the impact of planned actions are missing from the plan. The priorities leaders have identified for improvement do not support the findings in their self-evaluation document, which states that the international school is good, with some aspects that are outstanding. This represents an overinflated view of the school's current position. Leaders appear to be unaware of the revisions to the independent school standards.
- The school's use of external support has not had a significant impact on driving improvement or securing the safety of pupils.
- The headteacher and other senior leaders have a clear vision for the school. This is shared by other members of staff, members of the governing body and pupils. Staff who responded to the staff questionnaire were overwhelmingly positive about the school and what it aims to achieve.
- School leaders have been slow in tackling some of the areas for improvement identified at the time of the previous inspection. However, some middle leaders, who previously had little impact in driving improvement, are now becoming empowered to take more responsibility for the subjects they lead. They have started to monitor, evaluate and review the work of their teams, although this work is at an early stage of development.
- The choice of subjects offered to pupils ensures a broad and balanced curriculum. This is enhanced by a wide range of after-school clubs and activities. The majority of pupils participate in these, although some report that they have too little time to do as much as they would like. They say they are expected to complete work set by their host country's teachers, as well as the work set by international school teachers.
- The school promotes equal opportunities well. Although the school is based upon Christian principles and values, it readily accepts international pupils of all faiths and those who have no faith. Pupils have a fair understanding of fundamental British values. These are covered through a well-planned citizenship course. Pupils' spiritual, moral, social and cultural development is promoted well through a wide range of activities. All lessons have a spiritual learning objective which is used to provide useful opportunities for meaningful reflection.

- School leaders maintain contact with parents effectively and report on pupils' progress at regular intervals.
- Inspectors considered the proprietor's request for a material change to the school's registration. The proprietor's request was to increase the number of pupils on roll from 25 to 200. Given that a number of independent school standards and national minimum standards for boarding schools are not met, Ofsted recommends to the Department for Education that there is no change to the school's registered capacity of 25 pupils. This is because, at this time, the school is unlikely to meet the independent school standards and the national minimum standards for boarding schools if the school admits up to 200 pupils.
- **The governance of the school**
 - Members of the governing body have not ensured the safety of pupils in the school. They did not check that the correct procedures were followed when an allegation was made by pupils against a member of staff. The school's internal investigation was poorly managed and the necessary referrals were not made.
 - Governors do not have an accurate enough understanding of the school's current performance. Members of the governing body are linked to subject areas and conduct visits to the school. However, the school was unable to provide any written evidence of the outcome of these visits
 - Most governors have undertaken relevant training including on safeguarding, health and safety and strategic planning. The impact of this training has not enabled them to hold school leaders sufficiently to account, as many of the weaker aspects of the school relate to these matters in particular.
- The arrangements for safeguarding are not effective. Systems for managing allegations are not robust. The school's single central register of recruitment checks on staff was incomplete at the time of the inspection. The safeguarding policy is published on the school's website.

Quality of teaching, learning and assessment requires improvement

- Teaching requires improvement because it is not yet consistently good across all subjects and all year groups. Some pupils are given work which does not provide them with any degree of challenge. This is particularly the case in mathematics. Pupils from Japan and China told inspectors that they had already covered this work three or four years ago in their own countries.
- Where teaching is less effective in securing good progress, teachers do not plan their lessons well enough to ensure that the needs of pupils are being fully met. Apart from when they study English as a foreign language, international pupils are taught alongside other pupils who attend Stanborough School. Teachers are made aware of each individual pupil's competency in English, but not all pupils are able to access the learning as well as they should.
- In a Year 9 geography lesson where pupils were being taught about earthquakes and volcanoes, a pupil had diligently copied the learning objectives and the key vocabulary for the topic in his book. When asked by the inspector what the words actually meant, he was unable to offer an explanation.
- Pupils learning English as a foreign language are provided with target grades through regular testing, and choose their target grades for other subjects. Pupils also have the opportunity to assess each other's work. Not all pupils who follow GCSE courses are clear on how to move from one grade up to the next.
- The school's policy for marking pupils' work is being implemented inconsistently. When it is done well, teachers indicate clearly how well pupils have performed and how they can improve, but this is not widespread.
- Teachers have good subject knowledge, and relationships between teachers and pupils are strong. Teachers make good use of available resources. Many of them make good use of questioning to test pupils' understanding. International pupils assimilate well in their learning when sitting alongside their Stanborough School peers. Those who are initially more reluctant to join in whole-class discussions benefit through encouragement to contribute more in these sessions.
- English as a foreign language is taught well and pupils enjoy these lessons. Good teacher and pupil relationships and mutual support for each other encourage a positive learning environment where pupils are not afraid of making mistakes.
- In an effective lesson where pupils were learning English as a foreign language, pupils made good progress from their starting points because the teacher had a good understanding of their abilities. The pupils were all offered a cup of tea. They then went on to learn about English idioms, including the word 'tea'. After practising with a partner, they were able to produce accurate sentences including idioms such

as 'That's not my cup of tea', 'I wouldn't do that for all the tea in China' and 'That's as useful as a chocolate teapot.' They managed to grasp the difficult concept of how to use such idioms correctly.

- Pupils are encouraged to read aloud in all lessons and are not afraid of making mistakes. Work is marked to correct grammar and spelling. Numeracy is developed across a wide range of subjects.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate because pupils have been put at risk. Leaders and governors have not followed the school's procedures in order to secure the safety of pupils. They reinstated a member of staff who had been the subject of a serious allegation, and conducted a flawed internal investigation that could have compromised any future police investigation.
- The school's religious character is used positively to create a harmonious community founded on mutual respect. Teachers guide international pupils well. Careers guidance is of good quality, as is information about further education. All pupils in the last academic year went either into further education, employment or training.
- Incidences of bullying are extremely rare. Pupils have a good understanding of different forms of bullying. They are aware of the dangers of using the internet and social networking sites.
- The inspector observed a tutorial session in which international pupils were able to provide their views on their educational experience in the school. They expressed positive views and stated that they were happy.
- Boarding pupils report that they are happy, and an inclusive atmosphere prevails. There are appropriate checks in place to ensure the physical environment is safe.

Behaviour

- The behaviour of pupils is good. Pupils move around the school sensibly and with purpose. They are polite and treat each other with due respect and courtesy, whatever their background, heritage or faith.
- Pupils demonstrate positive attitudes to learning during lessons. They listen to their teachers' instructions well and do not waste time. They are keen to learn and come to lessons well equipped.
- The attendance of international pupils is high and their punctuality to school and to lessons is good. However, the school's admissions register is not compliant with current requirements. No international pupils are persistently absent from school.
- There have been no fixed-term exclusions of international pupils in the last three years.

Outcomes for pupils require improvement

- Pupils' achievement requires improvement as it is not consistently good across all subjects. Some international pupils spend a short time in the school, whereas others can spend a number of years, fully immersed in mainstream lessons with Stanborough School pupils. These longer-term pupils do not always achieve their full potential.
- Inspectors' scrutiny of pupils' learning, teachers' planning and pupils' books show that pupils make better progress when teachers demonstrate a detailed awareness of their needs. This is reflected in the tasks pupils are given, and teachers' carefully targeted questioning and detailed assessment of their work. This successful approach secures better outcomes for international pupils.
- As teaching still requires improvement, teaching overall is not ensuring that all pupils make good progress. No international pupils sat GCSE examinations in 2015. Pupils' limited English continues to act as a barrier to making good progress in many cases.
- Those pupils who attend the school for short English courses, and those who study long-term courses in English as a foreign language, achieve well.

Overall experiences and progress of children and young people in the boarding provision

are inadequate

- The boarding provision is inadequate overall because the overriding judgement of how children and young people are helped and protected is inadequate. Safeguarding arrangements are not effective or robust, even though senior leaders have treated this as a priority.
- In other respects the boarding provision has many strengths. Pupils enjoy the boarding experience and make personal progress. They develop self-confidence and independence that enhances their personal growth.
- Boarding staff understand the needs of the pupils, supporting them in their academic studies and providing personal support. International pupils have a strong affiliation with boarding. They relish taking on positions of responsibility within the boarding provision and have a good rapport with the staff.
- Pupils adhere well to agreed rules that promote their understanding of personal safety and personal responsibility. They show respect towards, and tolerance of, one another. This helps them accept one another's differences. A number of pupils spoken to say that the boarding provision is 'like home'. They feel welcomed and supported by the staff and other pupils. There is an embedded culture of kindness and acceptance that reflects the international school's ethos.
- Pupils meet twice daily for worship, where important announcements are made. The views of pupils are sought, although there are no formal pupil meetings. However, these views are not always acted upon. Pupils have repeatedly complained about the lack of variety of food, and believe that the food available does not reflect their individual cultures.
- The boarding provision is well maintained, and pupils are generally relaxed and comfortable.

Quality of care and support in the boarding provision

is inadequate

- Pupils' welfare is not effectively promoted. Safeguarding arrangements are inadequate.
- Systems for the storage and administration of medication are not followed correctly. Inspectors found some medication being stored contrary to established procedures, in the pupils' fridge.
- The kitchenette is unhygienic and could compromise pupils' health. Inspectors found that the regularly-used equipment was dirty. The microwave oven was being used for storing a plate of leftover food. The way that food was kept in the fridge did not comply with guidelines for the hygienic storing of food. Lockers are provided in the kitchenette for pupils to store food; however, there is evidence of pupils storing food above their bedroom ceiling tiles.
- All boarders share rooms, and at times they share with pupils from conventions visiting the school. However, these sleeping arrangements are not risk assessed. This is unsatisfactory and leaves pupils vulnerable to unregulated personal hazard. Staff spoken to by inspectors said that boarders are flexible and are compensated by way of meals out or gift vouchers. However, this does not ensure that pupils are safe, merely that they receive some compensation for any inconvenience. Inspectors found that due consideration is given to relationships and dynamics, including pupils' ages and nationalities.
- The food provided for pupils lacks variation. Although hot meals are provided three times a day in the dining room and food is fresh and plentiful, pupils said that they are unhappy with it. The food does not meet their personal preferences, and dishes from other cultures do not feature on the menu. This lack of variation has been an ongoing concern to them and does not appear to have been addressed by the school's leaders.
- Pupils' basic health needs are met. They are appropriately registered with local healthcare professionals. Pupils enjoy the boarding experience and in particular the extra-curricular clubs. There are daily opportunities for pupils to enjoy physical and social activities. The large games room provides table tennis, snooker and pool. There are bicycles, and ample grounds for ball games including football and basketball.
- Pupils told inspectors that they build independence and resilience by being away from home. They learn self-discipline and self-management as they organise resources for their school day. Bedrooms are spacious and well equipped. Pupils are keen to keep their rooms tidy and clean. They engage in reward schemes with enthusiasm and pride.

School details

Unique reference number	134933
Social care unique reference number	SCO19554
Inspection number	10006085
DfE registration number	919/6209

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Secondary day and boarding school
School status	Independent school
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	29
Number of part time pupils	0
Number of boarders on roll	25
Proprietor	British Union Conference of Seventh-day Adventists
Chair	Berton Samuel
Headteacher	Lorraine Dixon
Annual fees (day pupils)	£10,350
Annual fees (boarders)	£13,995
Telephone number	01923 673268
Website	www.spsch.org/international-school/
Email address	ldixon@stanboroughpark.herts.sch.uk
Date of previous inspection	13–14 November 2012

Information about this school

- International Stanborough School is an independent faith day and boarding school located in the outskirts of Watford. The school operates within Stanborough School. Both schools are owned by the British Union Conference of Seventh-day Adventists and are open to pupils of all faiths or none.
- The school aims to provide 'a caring secure Christian environment which enables all pupils to reach their potential' and to do this by providing 'a specialised, but broad and balanced curriculum which promotes each pupil's well-being'.
- The International Stanborough School makes provision for pupils who are learning to speak English as a foreign language. This provision is mainly for pupils who stay at the school for a shorter period of time, for four weeks or between four and six months. Longer-term pupils study alongside pupils in the Stanborough School with a full range of GCSE subjects to opt from.
- The school offers provision for 70 boarding pupils.
- The school and boarding provision for international pupils was last inspected in November 2012. A progress monitoring inspection was conducted in July 2013.
- The school does not use any alternative providers. It has no international pupils who are disadvantaged, disabled or who have special educational needs.

Information about this inspection

- This inspection was conducted with one day's notice.
- Inspectors visited 11 lessons to observe pupils' learning and to look at the work in their books. Senior leaders, although invited, did not accompany inspectors when they visited these lessons. The lead inspector called into a number of lessons on the first day of the inspection for brief visits and was accompanied by the headteacher.
- Meetings were held with senior and middle leaders, including boarding staff, with various groups of pupils and with members of the governing body.
- Inspectors scrutinised a wide range of school documentation including school policies, records on the quality of teaching and information on pupils' outcomes, behaviour and attendance. Inspectors also scrutinised the school's self-evaluation summary and improvement plan.
- Inspectors also visited the boarding provision.
- There were insufficient responses to the online questionnaire, Parent View, for these to be taken into account. Inspectors considered 28 responses to the staff questionnaire.
- As part of this inspection, the Department for Education asked inspectors to consider the proprietor's request for a material change to the school's registration. The proprietor asked to increase the number of pupils on roll from 25 to 200.

Inspection team

John Daniell, lead inspector	Her Majesty's Inspector
Heather Yaxley	Her Majesty's Inspector
Deidra Keating	Social Care Regulatory Inspector
Louisa Bayley	Social Care Regulatory Inspector

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