

Goole Academy

Centenary Road, Goole, DN14 6AN

Inspection dates

10–11 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- The impact of leadership and governance on the quality of provision and pupils' outcomes is not yet good in all areas of the academy.
- Pupils' progress is not yet consistently good, particularly among boys, disadvantaged pupils, and those with education, health and care plans who invariably do less well than other pupils.
- The quality of teaching is variable within year groups and across subjects. Where it is not good, pupils' behaviour and learning can dip and slow.
- Assessment is accurate but there is inconsistency in how well teachers use it to identify and address shortfalls in their teaching, and pupils' learning.
- There are a number of subjects in which pupils have underachieved over time.
- Pupils' personal development, behaviour and welfare are not yet good. There is a stubborn minority element among pupils who repeatedly behave poorly and/or display overly-boisterous and inappropriate behaviour outside of lessons. This is indicative of negative attitudes to learning and can slow their own and others' learning.
- Levels of persistent absence remain too high, particularly among disadvantaged pupils and those with education, health and care plans.
- The sixth form is inadequate because over time the majority of pupils were let down by poor provision and bad advice and guidance. They were inappropriately placed on academic courses which they either failed or quit. This meant that they were not well prepared for the next stage of their lives.

The school has the following strengths

- New leadership, governance and sponsors, have transformed the academy's management, ethos and culture, which is helping it to improve quickly.
- Ineffective teaching and leadership have been tackled robustly and the 'new blood' throughout the academy has added impetus to its recovery.
- Pupils' attainment and progress is rising, and in almost all vocational subjects, it is excellent over time. Their progress in English is good overall.
- The new Centenary College is founded on the academy's strength of delivering high-quality vocational education.

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Further improve the impact of teaching on pupils' learning and achievement so that it is always good and enables pupils in all year groups and in all subjects to reach or exceed their challenging targets, by:
 - increasing the progress that boys, disadvantaged pupils and those with education, health and care plans make and closing the remaining gap between their achievements and other pupils in the academy
 - ensuring that highly effective teaching is the typical experience pupils receive in every classroom in the academy, without exception, particularly in subjects in which pupils have underperformed historically
 - reducing the remaining low-level disruption that exists in certain lessons where teaching does not engage, motivate or capture pupils' imaginations, which can slow their learning and progress
 - eliminating the remaining inconsistencies in teachers' use of assessment information to identify and address gaps in the effectiveness of their teaching for all groups, especially those with education, health and care plans and disadvantaged pupils.

- Build on the effective strategies in place and further improve pupils' behaviour so that it is typically good in and out of lessons, and all pupils consistently exemplify the academy's core values and ethos, by:
 - further reducing the number of internal exclusions and behaviour referrals, especially among the small number of pupils who repeatedly breach the academy's rules and protocols
 - eliminating the overly boisterous and inappropriate behaviours that can occur when pupils think staff are not watching them on corridors and in outside areas at social times and between lessons
 - maintaining the impact of strategies to raise pupils' attendance and reduce persistent absence, particularly among disadvantaged pupils and those with education, health and care plans
 - ensuring that all pupils exhibit positive learning behaviours, are motivated to wrestle with problems, persist in extending their understanding, and go beyond what is simply expected of them, in lessons.

- Significantly improve the quality and effectiveness of 16 to 19 study programmes, by:
 - making certain that every pupil in the new Centenary College makes good progress from their starting points and achieves or exceeds their target grades
 - making certain that high numbers of pupils are retained on their courses of choice and achieve their core aims
 - making certain that every pupil in the new Centenary College exceeds the minimum standards for vocational qualifications
 - making certain that all pupils are well prepared for the next stage of their lives and are successful in securing relevant and sustained education, employment or training when they leave the college.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The impact of leadership and management is not good because it has not been effective or timely in tackling issues afflicting the sixth form and there remain shortcomings in impact around provision and outcomes, including subject leadership, persistent absence rates and progress among certain groups.
- Notwithstanding the above, the astute new Principal, some capable senior and middle leaders, and skilled sponsors and governors, have improved the quality of provision and outcomes for pupils in the main school beyond recognition since the previous inspection. This has been achieved via: an improved culture and ethos; a clearly articulated vision; effective improvement strategies; rigorous tracking and evaluation of the impact of actions taken, and tweaking them where necessary; and clearer lines of accountability.
- The academy is 'a work in progress' and there remain key battles to be won, not least in securing good or better teaching, progress, and behaviour in every classroom. Leaders and governors are not complacent.
- The academy's journey to this point has necessitated casualties in staffing at all levels. Many staff have been retained and have grown in confidence and demonstrable competence through effective training, coaching and mentoring to improve the impact of their teaching and leadership, and assessment.
- Performance management is rigorous and there is evidence that leaders and governors know and reward the 'high flyers' but also hold to account robustly those who are underperforming. On occasion, this has included stopping staff from progressing up the pay ladder and/or disciplinary action.
- The remodelled curriculum is better matched to pupils' needs and interests, particularly in Key Stage 3. As a result, it is increasing pupils' engagement in lessons and improving attendance. A mix of academic and vocational courses alongside specialist provision and focus activities such as the foreign languages event on day two of the inspection. Subjects in which pupils have performed poorly over time have been dispensed with and enhanced support and mentoring provided to help pupils succeed on the courses that remain.
- The personal, social and health education programme is well planned. Alongside assemblies and the extra-curricular opportunities, pupils have opportunities to assume leadership, take part in music, sporting and drama events, and to volunteer and fundraise for charity. This promotes their spiritual, moral, social and cultural development suitably and further develops their self-esteem and their ability to work collaboratively.
- The academy promotes the British values of freedom, the rule of law, mutual respect and tolerance of those of different faiths and beliefs suitably, by giving pupils opportunities to consider issues such as extremism, justice and democracy. They also learn about cultures distinctly different from their own which helps to foster good relations, tackle discrimination and promote equality in the academy.
- Pupils get effective advice and guidance in the main academy. Work experience, careers interviews, visits and visitors help to inspire them and enable them make informed choice about their futures.
- As well as narrowing the chasm that existed between the achievement of disadvantaged pupils and other pupils in the academy, particularly in English and mathematics, pupil premium funding has been used to enrich the curriculum and raise the attendance of targeted pupils. It has also aided pupils' social and personal development. Nevertheless, there is room for more improvement as the achievement gap is still too wide.
- Improving pupils' literacy and numeracy skills are an academy priority. The Year 7 catch-up premium (government funding for Year 7 pupils with below average standards in English and mathematics) is being used effectively to develop the reading, spelling and comprehension skills of targeted pupils.
- The academy's work to ensure equality of opportunity requires improvement because despite leaders' efforts, not all pupils with education, health and care plans or disadvantaged pupils make enough progress.
- Newly qualified and trainee teachers feel well supported and appreciate the guidance they receive.
- The parents who completed the school's questionnaire backed the new leadership and are buoyed by the improvements evident in the academy's effectiveness. They like the increased contact from the academy and the steps taken to engage with them through the Principal's coffee mornings, the consultation and celebration evenings, the newsletters, and the more informative website – which has had over 3000 hits.
- Arrangements for safeguarding and child protection are effective, and meet requirements. Systems for safe recruitment of staff, assessing risk and site security are rigorous. Designated staff are well trained.
- Once it had assumed responsibility, the academy sponsor, Wakefield City Academies Trust (WCAT), acted swiftly and with high impact by deploying their specialist school improvement team, both at a strategic and operational level. The focus was on advising, guiding and modelling effective practice and systems in each of the academy's priority areas. WCAT's involvement added necessary leadership capacity, urgency, and

direction to the academy's improvement journey. As new leadership demonstrated its own capacity to improve, the sponsor has scaled down its 'hands-on' intervention, although it retains a strategic overview.

■ **The governance of the school**

- Although the overall impact of new governance requires improvement to be good presently, governors are becoming increasingly influential, with strong features evident. They discharge their duties diligently.
- Governors have relevant skills and expertise from education, business, and school improvement which allow them to question, monitor, critically evaluate and strategically hold the academy's leaders to account by scratching beneath the surface of the information they receive and assessing shrewdly the extent to which key issues are being tackled. This level of scrutiny is helping the academy to improve.
- Governors have an accurate view of the academy's strengths and weaknesses. They check pupils' progress rigorously and can interpret the data because of the training they have had. They are aware of the variations in the impact of teaching on pupils' learning and are vigilant about safeguarding. Performance management of the Principal is robust. The management of financial resources is sound.

Quality of teaching, learning and assessment requires improvement

- The impact of teaching, learning and assessment is not yet good because despite the raft of inadequate teaching evident at the previous inspection being eliminated, there remains an obstinate residue of less effective practice. Frankly, this practice, if it persists, will not regain the lost ground in pupils' knowledge and understanding caused by their previous underachievement, nor ensure that they make faster progress in their learning going forward.
- Another inhibiting factor is the low-level disruption that can slow learning. Invariably, this is linked to less effective teaching and pupils lose interest, get distracted or struggle to see what is expected of them.
- Some teachers do not use assessment information well enough to spot and remedy flaws in their teaching, and gaps in pupils' learning, particularly for disadvantaged pupils and those with education, health and care plans. Where this is the case pupils' learning and progress dips.
- Teaching in certain subjects has not delivered good outcomes over time. Some subjects have been withdrawn, others, such as childcare, French, drama and additional science must improve massively. These subjects will be under the microscope with more subjects counting in the new progress measure being introduced nationally.
- The impact of teaching assistants has improved since the previous inspection overall but there remains a certain variability in the quality of their interventions.
- There is a marked difference between the most and least effective teaching in the academy. Inspectors saw 'peaks and troughs' in the extent to which teachers and their assistants: have high expectations of what pupils can achieve, including the most and least able, and disadvantaged pupils; planned and delivered lessons that ensured pupils effectively developed their knowledge, skills and understanding of the subject; and corrected pupils' misconceptions or provided feedback that helped pupils to understand how well they were progressing and what more they could do to improve further. These different ends of the spectrum were also evident in the extent to which the homework provided was pitched at the right level, or strategies were employed which engaged, motivated or challenged pupils effectively.
- The teaching of literacy has improved since the previous inspection, especially for pupils joining the academy with weaknesses in reading. Inspectors saw this work in action and the wider promotion of literacy through several different subjects. However, impact is not yet good throughout the academy.
- Mathematics teaching has improved since the previous inspection and is now more focused on developing pupils' understanding of new concepts and methods. Pupils now think and reason mathematically for themselves. Outcomes are improving but are not yet consistently good throughout the academy.
- Parents believe teaching is good in the academy and do not express any concerns.
- The introduction of rigorous teachers' progress reviews and ongoing coaching, and mentoring plans have added extra accountability for the progress of every pupil in their classes, and is upskilling staff so they are better equipped to deliver consistently effective lessons and understand well each pupils' needs.
- The impact of teaching assistants' interventions, although improving, remains inconsistent overall.
- Relationships in most lessons between adults and pupils, and among pupils, are positive.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement to be good. This is because there remain several areas in which further improvements can be secured.
- Too many disadvantaged pupils and those with education, health and care plans still do not attend regularly enough. Therefore, some of the most vulnerable pupils in the academy miss the increasingly good advice and guidance that staff provide about how to keep safe.
- In terms of the impact of the academy's personal, social and health education lessons there is a small hard core of pupils who do not embrace the academy's core values and rail against them.
- Overall, persistent absence levels have fallen and attendance has risen to be close to the national average due to the academy's effective strategies, but more needs to be achieved.
- Most pupils value the advice they receive about how to be responsible citizens, how to learn from their mistakes, live healthy lifestyles, and stay safe when using the internet and mobile phones. They also rate highly the careers advice which helps them to reflect on their future education, training or employment options.
- Parents are largely positive about the effectiveness of the academy's work to promote pupils' personal development and welfare. In particular, they value the support provided by the pastoral team. Inspectors' findings echo some of these sentiments. Scrutiny of several case studies highlighted the academy's good work in supporting some of the academy's most vulnerable pupils, including those with education, health and care plans and the improvements secured in their achievement, attendance and behaviour.
- Work to ensure that pupils recognise the dangers of radicalisation is embryonic but important in this largely mono-cultural community.

Behaviour

- The behaviour of pupils requires improvement to be good. Whilst the academy is generally orderly there are several areas where the academy's effectiveness can improve further.
- There is a small but belligerent group of pupils who fail to adhere to academy rules, which leads to their repeated removal from lessons, and/or overly-boisterous and inappropriate behaviour in corridors and certain 'blind spots', such as the boys' toilets and behind buildings.
- Disadvantaged pupils and those with education, health and care plans are disproportionately excluded. The number of permanent exclusions is in line with national averages. Fixed term exclusions have fallen substantially. The number of internal exclusions and removals from lessons has also fallen from epidemic levels but remains far too high as certain pupils refuse to comply with the academy's stricter regime.
- In order to accelerate their learning further, the academy must help pupils to develop a real thirst for learning and more positive learning behaviours. The cases where pupils are content to respond to teachers' minimum requests, without fully testing and challenging themselves in lessons, need eradicating. Moreover, some pupils choose to misbehave when they think no one is watching. This needs to stop.
- Pupils admit there is still a little bullying and bad behaviour in and outside of lessons. Inspectors agree.
- A high staff presence between lessons and at social times helps to maintain order and promote punctuality to lessons as pupils are chided for indiscretions and chivvied along when they dawdle.
- Most pupils are well prepared for lessons and inspectors did see more effective behaviour management, and improved attitudes to learning, support pupils' more effective learning.
- Despite the behaviour issues highlighted, pupils say that behaviour has improved immeasurably since the previous inspection. They credit this to the stricter and more consistently applied regime in place now. They feel safe and believe that staff usually deal with any bullying effectively. These views chime with inspectors' evidence and the academy's monitoring records.
- Parents have very positive views of pupils' behaviour and the extent to which their children feel safe. However, the extent to which the academy deals with bullying is not as highly regarded.
- Most pupils' conduct is suitable in and out of lessons, reflecting an improving ethos in the academy.
- Pupils respect each other's belongings and the academy. Buildings are graffiti free, and there is little litter indoors and outdoors. Adults tackle the use of derogatory or aggressive language suitably.

Outcomes for pupils

require improvement

- Pupils' outcomes in a wide range of subjects, including mathematics, are mediocre when set against their starting points, rather than good. This is largely due to the impact of less effective teaching over time which meant that pupils did not make rapid progress in improving their knowledge, skills and understanding in the subjects they studied. Inspection evidence and the academy's own records indicate that progress rates are improving strongly for pupils in the academy now but, on balance, remain broadly average overall.
- Pupils' progress in mathematics requires improvement. By the end of Year 11, the proportions making expected and better progress are below national expectations. The extent to which pupils are confident in tackling unfamiliar mathematical questions, and persevere to explain and justify their mathematical reasoning to others is patchy. A few won't test themselves by applying their skills to solve problems.
- Pupils' progress requires some improvement in English. While the proportion of pupils making expected progress has risen to above national expectations overall, not all groups of pupils are making good progress. There is inconsistency in the extent to which pupils write with a wide range of vocabulary and phrases, and challenge themselves to write with the depth and quality of which they are capable.
- Pupils' progress across Key Stage 4 subjects is variable. In some subjects (named in the teaching section of this report) pupils' progress and outcomes fell well below expectations and were poor.
- In 2015, although the average progress made by Year 11 disadvantaged pupils improved in English and was closer to other pupils in the academy, in mathematics the gap widened. The attainment of these pupils was almost a full GCSE grade behind their peers in the academy and almost two grades behind other pupils nationally in English and mathematics.
- The progress of the most-able pupils requires improvement. Not enough reach the highest outcomes of which they are capable because the work they get in some subjects is not demanding enough for them. On occasion, the planned activities do not deepen their thinking sufficiently or provide them with challenges that require them to arrive at their own solutions.
- The outcomes of pupils with education, health and care plans require improvement because despite a sizeable narrowing of the gap that existed between their progress in English and mathematics and the progress of other students in the academy, their overall progress is not yet good.
- In general, the academy is failing to 'squeeze every last drop' of potential out of pupils.
- The academy has dispensed with early entry for GCSE subjects but is still suffering from the legacy of the decision to do so when the Year 11 pupils who left last year, and the current Year 11, were in Year 9.
- Pupils' attainment and progress have risen sharply since the previous inspection and continue to rise for pupils currently in the academy. This is the case across groups, including disadvantaged pupils; boys; those with education, health and care plans; and those looked after by the local authority.
- The 2015 GCSE results were the highest in the academy's history. Pupils' performance in most vocational subjects offered continues to be excellent. Pupils' progress in English is now good.
- In the previously ailing Key Stage 3, pupils' progress is beginning to accelerate. This is in response to better teaching, and improving pupil attitudes to learning. This was particularly evident in English, mathematics, science, and design and technology.
- Pupil premium funding has helped to narrow the achievement gap between disadvantaged pupils and other pupils in the academy to some degree, but there is much more work to do to close it.
- Year 7 catch-up funding has been used well to boost pupils' literacy skills. An initiative to accelerate the progress of Year 10 and 11 pupils underachieving in English and mathematics has also had success.
- The improvements in pupils' learning, progress and attainment mean that they are being better prepared for the next stage of their education, training or employment than at the time of the previous inspection.
- The academy's assessment information, which has proven accurate over time, indicates that Year 11 pupils are making fast progress. Inspection evidence from work scrutiny and lessons seen support this view.

16 to 19 study programmes

are inadequate

- The sixth form provision is inadequate and most pupils who have attended it were let down badly by dire teaching, mismanagement, and lamentable support and personal development systems. This is because most pupils did not receive sound or impartial information, advice or guidance, and were placed on unsuitable academic courses and not nurtured effectively over time. The end product was disastrous and pupils failed miserably or stopped attending and were allowed to 'drop out' without completing their courses.

- Retention rates and attendance in the sixth form have been poor over time, and the proportions of pupils who have been successful in securing relevant and sustained education, employment or training once they leave the sixth form have been well below national averages.
- In 2015, the academy did not meet the 16 to 19 minimum standards for academic qualifications, and pupils' progress from their various starting points was once again inadequate. Invariably, pupils' attainment in the subjects they took was well below national averages. The most-able pupils have not always been fully stretched or successful in attaining the highest grades of which they were capable.
- Recruitment to the sixth form has declined since the previous inspection overall but pupils are being enticed by the new focus of the new Centenary College and the numbers of pupils on vocational courses has risen.
- The academy needs to be more effective in securing A* to C GCSE grades in English and mathematics for those pupils who join the new Centenary College without these qualifications. The new practices in place are more robust.
- A positive aspect of the new Centenary College has always been the vocational subjects offered in which pupils have consistently achieved highly. In 2015, the academy was ranked in the top 10 percent nationally for vocational qualification providers. The issue has been that most pupils have studied academic courses.
- The new Centenary College, launched in September 2015, is focusing exclusively on delivering vocational courses and inspectors witnessed pupils making rapid progress in these classes. This was endorsed by scrutiny of pupils' assessment records which showed nearly all of them are on track to meet or exceed their tough targets. The progress of the remaining Year 13 pupils on academic courses has also accelerated.
- The new leadership structure and organisation of the new Centenary College, although in its infancy, is proving successful and the academy is now applying fully the core principles of the 16 to 19 study programmes, including offering meaningful opportunities for pupils to develop their personal, social and employability skills. This is reflected in pupils' maturing behaviour and positive learning.
- Current indications are that the very large majority of pupils in the new Centenary College are getting a 'good deal'. However, these developments are very recent and long overdue. They have not been in place long enough to 'wash away' the 'bad deal' pupils endured over time, or prove sustained impact. But it does provide an indication of the latent potential of the new Centenary College and its capacity to improve significantly.
- Safeguarding in the new Centenary College is effective. Pupils know how to stay safe and healthy and trust that staff would respond supportively if problems arose. Pupils told inspectors they enjoy their learning and value the progress monitoring, tutor and mentoring systems in place, which help them 'stay on track'.

School details

Unique reference number	137316
Local authority	East Riding of Yorkshire
Inspection number	1004237

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Sponsor-led Academy
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	911
Of which, number on roll in 16 to 19 study programmes	68
Appropriate authority	The governing body
Chair	Andrew Percy
Principal	Matthew Partington
Telephone number	01405 768621
Website	www.gooleacademy.org/
Email address	admin@goolehighschool.org
Date of previous inspection	10–11 December 2013

Information about this school

- When the academy was inspected in December 2013, it was judged to require special measures. Since then, one of Her Majesty’s Inspectors and additional inspectors have visited the academy five times and judged the academy to be making reasonable progress towards the removal of special measures.
- At this average-sized secondary academy most pupils are White British, the few other pupils are from minority ethnic heritages. The proportion of pupils who speak English as an additional language is low.
- The proportion of disadvantaged pupils who are supported through the pupil premium is above the national average. The pupil premium is additional government funding to support those pupils that are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those supported by education, health and care plans is above the national average.
- No pupils are educated off-site.
- Since the previous inspection there have been significant staffing changes including a new Principal, new senior and middle leaders, new governors and a new Chair of the Governing Body.
- The academy no longer enters pupils early for GCSE examinations.
- In 2014, the academy met the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress by the end of Year 11.
- Since the previous inspection the academy has re-brokered its academy status and is now sponsored by Wakefield City Academies Trust (WCAT).
- In September 2015, the existing sixth form was dissolved and re-branded as Centenary College.

- The academy is currently consulting with up to 30 teaching and non-teaching staff who are at threat of redundancy due to budget constraints.

Information about this inspection

- Inspectors observed teaching and learning in 38 parts of lessons, including the daily mentoring sessions. This allowed inspectors to observe a large proportion of the teaching staff and 15 different subjects. Seven of these observations were undertaken jointly with academy senior leaders.
- Inspectors spoke formally with three different groups of pupils representing the full age range at the academy, and informally to more than 200 pupils in lessons and during social times. Topics included their learning and progress in lessons, improvements since the previous inspection and their safety.
- Inspectors observed an assembly, visited the library and the internal exclusion and referral rooms. They sampled provision to support pupils' literacy development through the Year 7 catch-up funding, and the academy's provision to accelerate the progress of targeted pupils in Years 10 and 11. Inspectors also evaluated the quality of pupils' work in a wide range of subjects throughout the academy.
- Pupils' behaviour was evaluated before and after the academy opened, during and between lessons, and at morning break and lunchtimes.
- Meetings were held with: the Principal and other academy leaders with management responsibilities; sponsor representatives; and several governors, including the Chair, Andrew Percy MP. Inspectors also spoke to newly qualified teachers and some of those following the Teach First course.
- Inspectors examined a wide range of academy documentation including: information on current pupils' progress, safeguarding and child protection arrangements, academy development and action plans, records of lesson observations and checks on pupils' learning and progress, teachers' planning, and the minutes of meetings of the governing body. Inspectors also looked at records relating to behaviour and attendance and monitoring of the curriculum; provision for pupils eligible for the pupil premium and the arrangements in place for pupils with education, health and care plans.
- Inspectors analysed the school's own pupil and parent questionnaires. There were insufficient responses available on the online questionnaire (Parent View) for inspectors to access any results.

Inspection team

John Young, lead inspector	Her Majesty's Inspector
Catherine Garrett	Ofsted Inspector
David Pridding	Ofsted Inspector
Paul Welford	Ofsted Inspector

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