

# Teach First North East ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 5 May 2015

Stage 2: 16 November 2015

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This inspection was carried out by one of Her Majesty's Inspectors and Ofsted inspectors in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for participants.

## Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	<b>Primary and Secondary QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high-quality outcomes for participants?	1
<b>The outcomes for participants</b>	1
<b>The quality of training across the partnership</b>	1
<b>The quality of leadership and management across the partnership</b>	1

## Overview of the ITE partnership

### The Teach First national programme

- Teach First is an independent charity, founded in 2002, with a mission to improve the life chances of children and young people from the most deprived backgrounds. One of its activities is the Teach First Leadership Development Programme. This is a national programme delivered regionally with university partners. The number of regions is expanding. At the time of the inspection there were nine. Separate inspection judgements were made for each region.
- Training is provided through an employment-based route. Trainees on the Teach First programme are known as participants. During their period of training, participants work as unqualified teachers teaching a reduced timetable of 80% of the timetable of a qualified teacher, from the first week of the school year. Those accepted onto the programme commit themselves to working for two years in a school in challenging circumstances. Year 1 of the programme, covering the first 13 months, leads to qualified teacher status (QTS) and a Postgraduate Certificate in Education (PGCE) from one of the participating universities. Participants who successfully complete their two years in school and fulfil the requirements of the Leadership Development Programme become Teach First ambassadors.
- Schools apply to be part of the programme. To meet Teach First's aim of addressing educational disadvantage, these schools are all in challenging circumstances (schools with half of their pupils in the bottom third of the Income Deprivation Affecting Children Index (IDACI) of social and economic disadvantage) and have the capacity to offer training and support for participants, with additional support if necessary.
- Participants undertake a period of national selection through a central selection centre. This was visited by inspectors. Successful applicants also attend a six-week summer institute before starting work in their allocated schools. This summer institute provides an intensive training experience and an additional element of the selection process before participants begin work at their employing schools. The summer institute was visited by inspectors.
- The recruitment and selection process is administered nationally. Teach First staff begin a nurturing relationship with participants long before the beginning of the training year. Applicants who meet Teach First's demanding criteria are invited to an assessment centre. Recruitment processes at the assessment centre are rigorous. There is an explicit

competence framework against which applicants are assessed. The range of assessment tasks during the assessment centre days includes group activity, problem-solving tasks, mini-teaching and assessed self-evaluation of candidates' performance. In addition, the staged recruitment process includes online assessment. Assessors are well trained and their judgements are quality assured and are subjected to statistical analysis. Initial recruitment processes inform the first stages of training to ensure that individual applicants have personalised training from the outset. Applicants find the process highly challenging and rigorous. This view is confirmed by current participants. Mentors and headteachers are convinced that this thorough process ensures that participants are of a very high calibre.

- Participant training begins with a high-quality six-week summer institute. Participants spend four weeks in their region and two weeks at a national summer institute. During this time they get to know their employing schools and colleagues in their Teach First region. They develop their understanding of educational inequality and their role in addressing it, and develop their teaching skills for their phase and specialist subject. Sessions are carefully designed to match the training and development needs of new participants and ensure that they are very well prepared for teaching in their employing schools. Many of those delivering the national training are competent and enthusiastic Teach First 'graduates' themselves. During week two of the national summer institute, new participants attend sessions where participants who have recently been awarded QTS present convincing evidence about the impact of their teaching on pupils' learning. Participants who have completed their training year also complete action plans for their continuing development as year 2 participants.

## Key findings

- The programme has expanded rapidly to supply effective teachers in areas of social and economic disadvantage around the country. During this rapid growth, leaders have ensured that, in all regions, outcomes for participants and the quality of training are at least good and usually outstanding.
- The professionalism of participants and the unrelenting focus on raising the achievement of disadvantaged pupils are hallmarks of the training in all regions.
- Very effective recruitment and selection procedures ensure that participants are in a position to make rapid progress in their training.

**To improve, the ITE partnership should:**

- Continue to review the effectiveness of the second school experience, to ensure that all participants have ample opportunities to develop their practical teaching skills in contrasting schools.
- As the programme continues its rapid expansion, ensure that best practice is shared among all regions to support further improvements in the South East region and in the primary training phase in Yorkshire and the Humber.

## Primary and secondary routes

### Information about this ITE partnership

- This is the first inspection of the Teach First North East's ITE partnership. It provides employment-based ITE, delivered in partnership with Northumbria University and schools in 12 local authorities within the North East region.
- First-year participants who successfully complete their training are awarded qualified teacher status (QTS) and gain a Postgraduate Certificate of Education (PGCE).
- The region has offered secondary 11–16 training in four subjects – English, mathematics, science and modern foreign languages (MFL) – since 2011. Primary participants were recruited for the first time in 2012/13. Geography is being offered as an additional subject in 2015/16.
- During stage 1 of the inspection there were 47 secondary and 10 first-year primary participants within the region, based in 27 schools.

### Information about the primary and secondary ITE inspection

- Inspectors visited eight schools at stage 1, observing 16 first-year participants teach. At stage 2, inspectors visited six schools and observed 11 second-year participants as newly qualified teachers (NQTs) teach.
- Inspectors held discussions with individual first- and second-year participants, leaders and managers, mentors, subject leaders, induction coordinators and headteachers, university training partners and members of the strategic partnership committee. Inspectors also took into account responses to the online participant questionnaire, which 45 participants completed, and the actions taken by leaders and managers to improve training and outcomes between the two stages of the inspection.
- Inspectors reviewed a range of national and regional documentary evidence, including information on recruitment and selection, statutory safeguarding and compliance with the initial teacher training criteria, training materials, monitoring and assessment information, participants' assignments, teaching evidence, teachers' standards records and transition targets. The inspection team also reviewed the partnership's analysis of outcomes for participants and its self-evaluation and improvement plans.

### Inspection team

Angela Milner	Her Majesty's Inspector	Lead inspector
Terry Holland	Ofsted Inspector	Assistant lead inspector
John Menendez	Ofsted Inspector	Team inspector (stage 1)
Emma Hollis-Brown	Ofsted Inspector	Team inspector (stage 2)

## Overall effectiveness

**Grade: 1**

### **The key strengths of the primary and secondary partnership are:**

- The enthusiasm, and high levels of collaboration and cooperation, in a close-knit partnership based on positive relationships, mutual respect, high expectations and a shared vision and commitment to improving life chances for children and young people in the North East region.
- The high calibre of participants, their motivation and commitment to raising educational achievement, addressing educational disadvantage and becoming highly effective teachers and leaders.
- Participants' employment rates are consistently high. The partnership makes an extremely positive contribution to the region's supply of highly effective teachers, including in secondary shortage subjects.
- The close monitoring of participants' development and the consistently high quality of personal and professional support and overall challenge for participants. This results in high, and continually improving, completion rates in secondary and the majority of primary and secondary participants achieving outstanding levels of attainment at the end of their training.
- The cohesion and consistent strength of the training, which enables participants to reflect critically, link the theory and practice in their teaching, enhance pupils' learning and progress and demonstrate a range of high-quality teaching skills and impressive professional attributes.
- The high-quality training, including the summer institute, phase and subject 'call back' days and professional development opportunities, which draw on the strengths and expertise of the university training provider; schools, multi-academy trusts, teaching school alliances and Teach First.
- Detailed and honest self-evaluation procedures, based on the accurate analysis of participant outcomes and survey information from stakeholders, which enable the partnership to set clear improvement priorities, support enhancement and continually improve.
- An excellent capacity to continue to improve the high quality of its training and to sustain the high outcomes that have already been achieved. This was evidenced by leaders' and managers' extremely effective actions to address issues for improvement, identified at stage 1 of the inspection.

## **What does the primary and secondary partnership need to do to improve further?**

### **The partnership should:**

- Raise the attainment of participants further by:
  - developing their skills in checking on pupils' understanding and revising tasks during lessons, in order to enhance learning and increase pupils' progress
  - eliminating minor variations in the quality of feedback and target setting by subject and professional mentors
  - developing the capacity of secondary subject mentors to contribute to all aspects of the partnership
  - assuring the quality and successful embedding of the revised arrangements for the contrasting school experience.

### **Inspection judgements**

1. The overall effectiveness of the Teach First North East's ITE partnership in securing consistently high-quality outcomes for participants is outstanding. Excellent partnership working, high aspirations and raising achievement lie at the heart of its work. The enthusiasm and high levels of collaboration and cooperation in this close-knit partnership are deeply rooted in positive relationships, mutual respect, high expectations and a shared vision and commitment to improving life chances for children and young people in the North East region. This approach is mirrored by the partnership's highly motivated participants, who demonstrate a strong commitment to raising educational achievement, addressing educational disadvantage and becoming highly effective teachers and leaders.
2. Teach First North East's mission is 'to create excellent twenty-first century educators who can lead and inspire children and young people to reach their potential.' The partnership works with individual schools, a number of multi-academy trusts and in all 12 local authorities within the region, to support schools in challenging circumstances and make an extremely effective contribution to school improvement. The partnership also works collaboratively, on innovative projects, involving specific partners. This currently includes work with the 'Hartlepool Education Commission'. A quarter of the 2015 participants are based in Hartlepool, the region's smallest authority, supporting all of the secondary and some of the primary schools to achieve sustainable educational improvement and close the gap in white working class achievement. A second, 'Achieve Together' project, with two other charities, 'Teaching Leaders' and 'Future Leaders', is designed to facilitate networking opportunities and access to continuing professional development for staff in six of the partnership's schools.

Senior and middle leaders commented on the positive impact their involvement in this project was having on their staff and their schools.

3. The presence of the Teach First partnership in the region helps schools to recruit and employ the quality teachers they need, in order to support their continuing improvement. In discussions with inspectors, school leaders emphasised the mutually beneficial impact of their engagement with the Teach First North East ITE partnership. Schools are actively involved in delivering, refining and reshaping the training to make it even more effective. School leaders and mentors make a very effective contribution to strategic school strategy boards in the north and south of the region, the summer institute's primary and secondary planning groups and to the recently established mentor network meetings. Schools share their good practice, not only with participants but across the region. For example, the mathematics department in a secondary academy hosts regional subject training 'call back' days for Teach First participants and shares its involvement with the Mathematics Mastery initiative with Teach First and other schools. Schools benefit from their partnership involvement. In addition to appointing and training quality teachers to fill vacancies, schools benefit from adopting participants' practice and accessing wider continuing professional development opportunities, including coaching, mentoring and leadership development opportunities, for their staff.
4. The partnership has an excellent reputation among participants and employers. It makes a very positive contribution to the local supply of highly effective teachers in the North East region, including in secondary shortage subjects. The partnership has responded to the recently identified regional need for secondary geography teachers, and began offering training in this subject in September 2015.
5. Participants' employment rates, as expected on an employment-based route, are consistently high. More than three-fifths of the region's participants who completed their training in 2013/14 are in teaching, and four-fifths of those are still teaching in the North East. Participants are proactive in taking on additional roles and responsibilities, during both their training and induction years. In one partnership school, two second-year participants received rapid promotion and held roles as Year 7 leader and as lead practitioner in the English department.
6. School leaders are positive about the readiness of participants for their immersion into teaching at the start of the academic year. They acknowledge their skills as teaching professionals and make effective use of their additional leadership skills. This is because they are seen as 'beacons of practice' and effective role models both for the pupils they teach and for some of the adults they work alongside. Participants sensitively tackle issues, make improvements, support other colleagues and take on a variety of additional leadership roles.



For example, during stage 2 of the inspection, one second-year participant observed by an inspector was team teaching alongside another colleague in order to share her practice with other colleagues.

7. During 2013/14 and 2014/15 the majority of participants, in both the primary and secondary phases, achieved outstanding levels of attainment in relation to the teachers' standards at the end of their training year. Participants demonstrate excellent practice in their teaching and display impressive standards of personal and professional conduct. They understand the causes of low achievement and are skilled at challenging pupils. Participants make very effective use of other adults in their classrooms to improve pupils' learning. They have high expectations of their pupils and make effective use of questioning to ensure that pupils make at least good progress in their learning. They use their strong subject knowledge to plan and carefully explain tasks to pupils. Participants offer high levels of challenge and support to pupils of different abilities. Participants do not, however, always check sufficiently well on pupils' understanding during lessons and revise tasks to enhance learning and increase pupils' progress. Participants make use of an excellent range of strategies and imaginative ideas to engage and motivate pupils in their planning and teaching, including the effective use of information and communication technology.
8. Participants' highly developed professional attributes include key qualities such as exceptional resilience, conscientiousness and the ability to seize the initiative. They are also very respectful, extremely professional and highly reflective. Participants have excellent subject and curriculum knowledge. These high levels of attainment reflect the calibre of participants recruited by Teach First nationally that are allocated to the North East region and very well matched to their employing schools.
9. Participants have an excellent understanding of National Curriculum requirements and of the principles behind formative and summative assessment procedures and how these are changing in schools. They make highly effective use of continuous assessment and summative tests to evaluate the quality of their teaching and the progress made by their pupils. Their marking of pupils' work is generally of a very high standard. It follows school policies and contains an appropriate balance of constructive feedback to pupils and the detail required to track pupils' progress, assess their learning and plan for individual needs and increased progress.
10. Increasing the proportion of participants who achieve an outstanding grade for attainment has been a key partnership priority. Participants' progress is checked extremely rigorously against a progression framework, with four specific review points. This robust process determines whether additional

challenge, focusing on good to outstanding characteristics, or intervention, in the form of support plans, is required. The partnership acknowledges that the proportion of participants achieving outstanding levels of attainment remains higher in primary than in secondary. Inspection evidence indicates that primary mentors and tutors were making more effective use of the partnership's 'good to outstanding characteristics' than their secondary colleagues. There was also greater variation in the quality of feedback and target setting by a few secondary subject and professional mentors during stage 1 of the inspection.

11. Close monitoring of participants' development and high-quality personal and professional support, and challenge from school and Teach First colleagues and the university training provider, is provided for all participants. Participants describe their involvement in Teach First as 'being part of a family'. This caring approach to participants' personal welfare and professional development results in high and continually improving completion rates in secondary. Completion rates are, however, slightly lower for the small number of primary participants.
12. Leadership development officers coordinate a complex web of support and 'wrap-around' care for participants as they progress through both year one and year two of their leadership development programme. As employees, participants gain from a range of professional development activities available in their schools, as well as from being a member of the Teach First community. Bespoke programmes and experiences are provided to meet identified needs at both the training and induction stage and this approach ensures a seamless transition from the award of QTS to that of newly qualified teacher.
13. The cohesion and consistent strength of the training enables participants to reflect critically, link theory and the practice in their teaching and enhance pupils' learning and progress. Participants' skills in reflection are very well developed throughout the training programme as they complete useful assignments, a teachers' standards portfolio and a detailed reflective journal which monitors their progress extremely well. The quality of participants' reflections reveals how well they willingly take responsibility for their own professional development. Assessments place a strong emphasis on participants' ability to enhance pupils' learning and progress. For example, participants are required to show how, through their teaching, they enhanced the learning of two pupils with special educational needs and to complete specific tasks which involve analysing assessment information on pupils' progress. As a result participants are fully aware of their role in supporting pupils with special educational needs. Primary participants visit a special school for children with complex learning needs and some secondary participants complete contrasting school experiences in special schools and pupil referral units.

14. The need to ensure that participants are ready to teach, on an immersion-based employment route, drives relentless and continuous improvements to the training programme. For example, during the four-week regional summer institute, primary participants complete a tightly structured, developmental programme at New York Primary Teaching School, alongside visits to their employing school. This programme involves participants teaching small groups initially and then teaching whole classes. They are supported by class teachers and their teaching has a strong focus on the teaching of phonics (letters and the sounds they make) and guided reading. Primary participants teach phonics regularly in their employment context, as well as during their alternative key stage and contrasting school experiences. This ensures that participants have regular opportunities to use phonics when teaching reading, writing and spelling. Participants receive immediate feedback on their teaching and its impact on pupils' learning and progress. They begin to reflect on how they can improve their practice and its impact on pupils in their employment context. Secondary participants all complete one day of their contrasting school experience in a primary school.
15. The quality of training is excellent. It is up to date in terms of research and focuses on promoting high levels of subject and curriculum knowledge and excellence in teaching. It is also highly relevant to participants' needs. Consistency and coherence is achieved through the use of very effective formal and informal communications and excellent documentation. This clearly outlines expectations for all involved in terms of roles, procedures and entitlements. The high quality of the summer institute, regional 'call back' training days, conferences, professional development and enhancement activities draws on the strengths and expertise of the university training provider; schools, multi-academy trusts, teaching school alliances and Teach First. Participants are well supported in terms of their subject knowledge development and through their engagement in a number of optional enrichment activities.
16. All participants who responded to the online questionnaire were overwhelmingly positive about their preparation for teaching, employment and their understanding of the teachers' standards. These standards are deeply embedded in the partnership's training documentation and feedback and assessment procedures. Primary participants were particularly enthusiastic about the quality of their nine regional 'call back' days, which cover the breadth of the primary curriculum. These days are extremely well planned, of high quality and delivered by university staff and school practitioners. They include opportunities for all participants to visit a range of schools. Here they observe outstanding practitioners and work directly with pupils with disabilities and special educational needs and those for whom English is an additional language.

17. Primary participants' skills in teaching physical education are developed through specific training sessions and opportunities to observe, work alongside and plan work with and for specialist teachers and teaching assistants. As a result, they demonstrate appropriate subject knowledge and develop a range of teaching strategies to cater for the needs of pupils, including those with disabilities and/or special educational needs.
18. Primary mathematics training is a strength of the provision. It places a strong emphasis on subject knowledge, reasoning and problem solving. In a lesson observed by an inspector, a second-year participant demonstrated and modelled solutions to problems associated with percentages and decimals extremely well. Bespoke training is also provided for those who lack confidence in teaching primary mathematics. For example, one primary participant was supported in her understanding of fractions by attending continual professional development courses offered in her school, working alongside the mathematics subject leader, team teaching with skilled teachers in mathematics lessons and by selecting a contrasting school experience where a different mathematics scheme was in operation.
19. In secondary, participants are equally positive about the six days of comprehensive subject training they receive in the region. They are further supported by a subject mentor and visits to schools from subject tutors. Secondary participants also complete high-quality generic professional studies and practice training to prepare them for their wider role as secondary teachers.
20. Oral feedback to participants is critical and constructive and for most participants results in well-documented professional development targets. Professional tutors work with mentors to facilitate deep reflection by participants, foster the development of participants' teaching skills and ensure that their subject knowledge is secure. Weekly mentor sessions focus on the impact of the participant's teaching on the learning and progress of pupils. Participants eagerly accept the feedback they receive and use it to improve their practice during their training year and to hone their teaching skills in their induction year. Effective internal and external moderation procedures, including a rigorous analysis of teachers' standards files, cross-moderation visits by tutors to observe participants, a viva on part two of the teachers' standards and use of an external examiner, ensure the rigorous assessment of the award of QTS at the end of the training year.
21. Participants receive, at the start of their training, very effective training in classroom management techniques. This means that they quickly establish positive and appropriate relationships with pupils and are seen as teachers. They promote and manage good behaviour through their effective teaching and

the positive attitudes to learning they establish in their classrooms. Participants understand the importance of following school policies in relation to behaviour and bullying. For example, a year one primary participant successfully tackled concerns about how pupils treated each other in a Year 5 class, through making effective use of circle time and the creation of a pupil of the week system.

22. During stage 1 of the inspection, participants raised concerns about the range of schools they were placed in and the timeliness of arrangements made by their employing school for their contrasting school experience. Inspection evidence identified a lack of clarity about the precise purpose of the contrasting school experience and whether its timing was beneficial for all participants. For a number of outstanding participants, well-chosen and carefully timed contrasting school experiences were significant in enhancing their levels of attainment on their return to their employing school. For others a lack of specific guidance and effective quality assurance of the contrasting school experience meant they lacked sufficient experience of planning, teaching, evaluation and assessment and a few had not been assessed fully in relation to the teachers' standards in a second school when stage 1 of the inspection took place. The partnership was quick to respond. An appropriately contrasting second school experience was put in place, in the summer term of 2015, for those who had not already had the necessary experience.
23. Revised arrangements for the contrasting school experience have been approved by senior leaders for 2015/16 at school strategic strategy board meetings. These include systems and structures to identify individual needs at the interim review point in the autumn term and a requirement for the contrasting school experience to take place by the end of the spring term in 2016. These revised arrangements are designed to guarantee a quality entitlement for all participants. Revised arrangements provide an opportunity for participants to teach a series of lessons, as well as to observe best practice. Mentors are required to complete joint observations during the contrasting school experience and there are particular quality assurance roles for professional mentors and tutors to check on arrangements. Actions taken by the partnership have been swift and very appropriate, but it is too early to assess the impact of these actions in raising participants' attainment.
24. Detailed and honest self-evaluation procedures, based on the accurate analysis of participant outcomes and survey information from a range of stakeholders, enable the partnership to set clear improvement priorities, support enhancement and improve continually the quality of training and outcomes for participants. Stakeholders are happy that they have a voice, and feel that their views are listened to and that changes happen as a result of the feedback provided. Improvement plans are carefully monitored through regional monthly meetings and systematic national review procedures.

25. During stage 1 of the inspection, inspectors raised concerns about whether some secondary subject mentors were involved sufficiently in the Teach First partnership. Secondary mentors were much more involved in all aspects of the partnership by stage 2. Well-received mentor training took place in June 2015. This focused on developing mentor's target-setting skills. It was followed by helpful visits to schools during the summer institute to brief subject mentors and September visits to check on mentoring arrangements and provide individual support for mentors where necessary. By October half term in 2015, subject tutors and mentors had completed joint observations of participants. Subject mentors are able to access a bank of online resources and participate in regional mentor networks and a national mentoring group which has been established to share best practice.
26. Inspection evidence confirms that the partnership has excellent capacity to continue to improve the high quality of its training and to sustain the high outcomes that have already been achieved. Leaders and managers have taken extremely effective action to address issues for improvement identified at stage 1 of the inspection and to respond to their own identified areas for improvement. For example, in autumn 2015, a new system to provide additional support at the start of the training year has led to a reduction in early withdrawals from the programme and significant improvements to completion rates.
27. The partnership is compliant with the initial teacher training criteria and statutory requirements, including for safeguarding and for promoting equality and diversity very well. Leaders and managers support participants' safe use of technology and ensure that they are well equipped to teach about the values associated with life in modern Britain, the 'Prevent' duty and the importance of countering extremism.

## **Annex: Partnership schools**

The following schools were visited to observe participants teaching:

Cardinal Hume Catholic School, Gateshead  
Eldon Grove Academy, Hartlepool  
Grange Primary School, Hartlepool  
Jarrow School, Jarrow  
James Calvert Spence College, Amble  
Kenton School, Newcastle-upon-Tyne  
North Shore Academy, Stockton-on-Tees  
Northumberland CofE Academy, Ashington  
Sea View Primary School, South Shields  
St Wilfrid's RC College, South Shields  
The Blyth Academy, Blyth

The Grangefield Academy, Stockton-on-Tees  
Thomas Hepburn Community Academy, Gateshead  
Walkergate Primary School, Newcastle-upon-Tyne

## ITE partnership details

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Inspection dates	5–7 May 2015
Stage 1	
Stage 2	16–18 November 2015
Lead inspector	Angela Milner HMI
Type of ITE partnership	Employment-based initial teacher training (EBITT)
Phases provided	Primary and secondary
Date of previous inspection	N/A
Previous inspection report	N/A

### Provider address

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