

Castle Community College

Mill Road, Deal, Kent CT14 9BD

Inspection dates	10–11 February 2016
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	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have halted the decline in standards that resulted in the school requiring special measures.
- The interim Principal has built a team that is fully aware of the remaining challenges facing the school. She has set high expectations, which are driving the school towards becoming good over time. There is, however, much still to be done.
- Some teaching is still not good enough to overcome historic weaknesses or accelerate pupils' learning.
- Leaders do not always reflect deeply on or check fully the actions that have been most effective in transforming the school, discarding those that have little lasting impact.
- Published outcomes for pupils are low. Consistently, a majority of pupils leave the school with results below national averages.
- Wide gaps exist between the performance of disadvantaged pupils and other pupils nationally in English and mathematics at the end of Key Stage 4.
- Too many older pupils miss too many lessons too frequently. Disadvantaged pupils and some pupils with special educational needs have worse attendance than their peers.
- Not all teaching is consistently effective. In Key Stage 3, some teaching lacks subject-specialist expertise.
- In some classes in Key Stage 4 and on the 16–19 study programmes, staffing has been too inconsistent for too long.
- Recruitment to the 16–19 study programmes is improving. The quality of the provision is also improving. Currently, however, the numbers on roll mean that many classes are at risk of becoming unviable.
- Too few pupils go on to attain high grades in traditional A-level subjects. This potentially limits the range of courses available to them in further education or at university.

The school has the following strengths

- Pupils in Key Stage 3 attend regularly and are beginning to achieve as well as they should.
- Gaps between disadvantaged pupils and other pupils nationally are closing quickly in Key Stage 3.
- Teaching overall has improved markedly since the school became subject to special measures. There are particular strengths in technology and art.
- Pupils benefit from exemplary pastoral care. Those facing personal challenges are supported extremely well in a variety of ways.
- Pupils following vocational 16–19 programmes of study achieve standards close to national averages.
- Leaders have successfully created a cohesive learning community that suitably prepares young people for life in modern, diverse, tolerant Britain.

Full report

In accordance with section 13 (4) 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?

- Ensure that all pupils, especially those who are disadvantaged, accelerate their learning so that gaps between them and other pupils nationally close quickly by:
 - maintaining the robust and regular checks leaders make on the performance of these pupils
 - maintaining strong training and support for teachers
 - challenging any weaker performance that persists or emerges.

- Increase significantly the proportion of pupils who attend regularly by:
 - strengthening and pursuing relentlessly those activities that have proved successful so far in reducing persistent and unauthorised absence
 - working even more closely with those families whose children do not attend regularly enough
 - working even more effectively with statutory and non-statutory agencies.

- Consolidate improvements to leadership by:
 - further extending leaders' range of skills
 - distributing more widely management functions so that even more staff contribute effectively to the good running of the school
 - reviewing and strengthening further only those activities that have proved effective in transforming the school.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leadership has halted the long-term decline of Castle Community College. Standards remain low overall and attendance of a significant minority of mainly older pupils is still not good enough.
- However, the interim Principal has brought stability to the leadership team. She has also challenged the low standards that had been allowed to develop in the school and has tackled underperformance. There are still pockets of weakness but they are steadily being resolved.
- The interim Principal's commitment is infectious. Senior leaders are energetic in their pursuit of her leadership. They, too, are dedicated totally to the cause of making the school the best it can be. They accept criticism willingly and respond to every challenge they are set. Four members of the team who were observed teaching by inspectors sought feedback and committed to improving their practice immediately.
- The growth of the senior leadership team over the past two years is remarkable. It has become an effective unit and its members support each other well. In the last six months, they have developed much greater clarity about their individual roles. As a result, staff have more confidence in their knowledge of individual lines of responsibility and know more precisely whom to go to for information, advice or guidance.
- Leaders are becoming more adept at knowing what works well. They are increasingly skilled at picking the right solution for a problem or challenge and waste less time trying things with little evidence that they are going to be effective. Leaders still do not routinely sit down and reflect on what has produced reliable and sustainable outcomes. For example, they shared with inspectors several lists of actions taken to reduce absence, but they could not show exactly which ones had been the most successful.
- Leaders know the school thoroughly. They are open and honest about its strengths and weaknesses. Leaders use information gathered from observations, visits from external supporters, governors' checks and monitoring visits to plan for sustained and ongoing improvements, though they can be swayed easily from a course of action if something new catches their attention.
- Straight after her appointment, the interim Principal set about tackling the legacy of weak teaching that existed in the school. She has been unwavering in her determination to provide the best quality of learning experience for the pupils. That task has been hampered by the difficulties of recruiting in east Kent as well as the need to restructure the staff overall to respond to pressures on the budget.
- The appointment of effective lead practitioners has aided the process of improving teaching. Their work is now producing stronger achievement, especially in Key Stage 3. Much better training for staff has caused these changes but there remains more to be done to ensure its consistency across the school.
- The appointment of stronger leaders in the core subjects of mathematics, English and science has also begun the process of improving performance in these critical areas of the curriculum. Changes to the National Curriculum, wide gaps in pupils' existing knowledge and skills, and the need for the whole school to catch up to national standards, mean that subject leadership still needs to expand even though there has been a good start under the new regime.
- Leaders have created a straightforward system for checking pupils' progress. This system is already producing reliable information about each pupil's work. Pupils like the diagrams that are fixed to the front of their book in every class and can explain how this helps them to see how well they are doing. The system also enables the assistant principal in charge of assessment to produce very detailed and increasingly useful reports about progress across the school in and between subjects and different groups of pupils. For example, the system allows the vice principal in charge of pupil groups to track the width of gaps between the performance of disadvantaged pupils and others.
- Leaders have also recognised that pupils do better with a narrower focus on a smaller range of subjects. They have developed the curriculum so that pupils now only study eight subjects to examination level at GCSE. This increasingly improving curriculum is enriched by effective personal, social, health and economic education. Pupils also receive religious education, which contributes well to their spiritual, moral, social and cultural education. This is enhanced by a good range of 'immersion days', which enable pupils to explore ideas or themes in more detail. Pupils learn the difference between right and wrong; they learn to cooperate with each other and other adults and as a result learn how to live successfully in modern Britain.
- Governors, and the sponsor designate, agree that more staff should be given management functions to help the overall effort, develop their own capacity for future leadership roles and enable senior leaders to focus on more strategic matters such as the building programme.

■ The governance of the school

- The governing body has been through a major reorganisation since the last inspection. It now comprises personnel with a helpful blend of skills and expertise. It has no vacancies.
 - The governing body supports the interim Principal in all aspects of the school's leadership. Governors support her with the performance management of staff, ensuring that only good performance is rewarded. They recognise the need to provide sharply focused staff training. There has been admirable commitment to enabling this to happen. Such training has contributed to the improving performance of staff over time.
 - Governors are supporting the development work for the new building. They also ensure that the budget is managed efficiently. They account for every penny and have a good understanding of the pressures on the budget. Governors are fully aware of their responsibility to ensure that the pupil premium (additional funding from the government to support pupils eligible for free school meals or those looked after by the local authority) is used wisely. They challenge leaders over its use regularly. As a result, the performance of this group of pupils is improving, especially in Key Stage 3.
 - Governors also support the school's efforts to keep all pupils safe and that staff are suitably trained to ensure they are.
- The arrangements for safeguarding are effective. Leaders have a relentless focus on this aspect of school life and as such pupils say they feel safe. The vast majority of parents agree.

Quality of teaching, learning and assessment requires improvement

- There is still some teaching that is not yet causing the strong progress needed in the school. Some of the historical weaknesses that caused the school to need special measures have not been rectified fully. Many pupils have not had good enough teaching over time and their progress lags behind that of both their classmates and other pupils nationally.
- There is still some teaching that falls below the high standards and expectations set by the school's leaders. Some classes still do not have regular subject-specialist teaching. Where teaching is effective, particularly in Key Stage 3, combined with focused support, pupils accelerate their learning. More pupils would like to benefit from this type of consistency.
- There are improvements in the consistency of staff responses to the assessment policy. A majority of teachers provide helpful feedback to pupils in lessons and in written form in their books. Where this is happening, pupils know how to take next steps in their learning.
- There is some variability in the extent to which teachers challenge consistently pupils' poor performance when it occurs. There is also some inconsistency in staffing across Key Stage 4 and on 16–19 study programmes. While this cannot be avoided, pupils spoke of the impact on their learning and how they have often been forced to catch up later. Sometimes, this has been at a crucial stage of their preparation for examinations.
- Homework is set through a range of means, including an online system. It was set robustly in science and in some English classes, in keeping with the school's policy. However, not all teachers require pupils to record it in their planners, as required, which makes it difficult for parents to check or support their children's learning.
- Where teaching is most effective in Key Stage 4, teachers plan every lesson carefully. Lessons take due account of what each pupil knows, understands and can do. This is necessary to overcome the shortfalls in teaching over an extended period of time.
- Many teachers recognise that pupils need to catch up, and they give up time after lessons and in vacation periods to provide voluntary extra tuition. Pupils greatly appreciate this and so do many parents. Senior leaders set good examples in this area by giving up much of their own time to supplement time lost to poor practice previously.
- Pupils also appreciate the 'walking, talking mocks' laid on by the school. These sessions help pupils understand how to respond to examination-style questions and to practise working in examination conditions.

- The teaching of practical subjects is one of the more effective aspects of the school's work. In art, teaching effectively develops pupils' creative skills. In technology subjects, teaching keeps the focus on pupils acquiring a range of practical skills such as cooking and working with fabrics. They also learn to sequence tasks effectively. This helps them more widely, especially those with emotional or learning needs, as many struggle with basic organisation skills.
- Teachers use detailed 'class data files' to keep accurate records of pupils' prior learning and any particular needs. This information makes it possible for teachers to target teaching at vulnerable pupils such as those with special educational needs, or disadvantaged pupils. In Key Stage 3, this is beginning to have an important impact on such pupils' outcomes. They are starting to catch up with their classmates.
- The literacy and numeracy catch-up premium is generally used well to support the development of pupils' ability to read and use number and calculation effectively. Some pupils are still hampered by weak reading or wide gaps in their mathematical skills. Leaders are aware of this and now require teachers to take account of this in planning their lessons. Leaders have recently changed the method by which they calculate pupils' gains in reading skills, so it is not possible to judge accurately the rate of improvement.
- Teaching assistants support pupils' learning effectively. They are increasingly well trained and deployed with specific duties or pupils in mind. Many use questioning skilfully to extend pupils' knowledge and understanding. Most contribute to teachers' lesson planning so that they are clear about their role and can make a difference in every lesson.
- After the last inspection, the quality of teaching declined considerably. Leaders have responded to this by challenging robustly underperformance and providing good-quality training. Generally, pupils now receive teaching that is purposeful and productive. The vast majority respond well because they are keen to learn. Many have high aspirations and want to make the most of their time at the school.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is generally effective but still requires improvement overall. Not all pupils, especially those in Years 10 and 11, recognise the value of regular attendance and its contribution to their educational and life chances.
- Leaders' work to keep pupils safe is impressive. It is based on detailed knowledge of each individual member of the community. Form tutors contribute well to this, as do pastoral leaders and pastoral support staff. Issues are identified quickly and addressed effectively.
- Staff do not give up on any pupils, even those with the most challenging behaviour. Many 'go the extra mile' to ensure that pupils are not easily distracted from learning. Pupils receive support in lots of ways including with uniform, transport costs and additional learning materials.
- Pupils are taught how to keep themselves safe in school, on the roads, in relationships and online. Pupils know the dangers of extremism and are certain that no one could be radicalised at the school.
- Pupils told inspectors that bullying is now rare in the school. They confirmed leaders' view that if it does occur, bullying is dealt with effectively and well.
- The school evaluates risks effectively. In science lessons, due attention is paid to the wearing of eye protection during practicals. In textiles, suitable protective clothing is worn to cover school uniform, and in food technology, important safety messages are reinforced when pupils are handling hot utensils straight from the ovens.
- Pupils attending alternative provision are equally safe.
- Leaders have negotiated careful site management, fully aligned to best health and safety practices, now that the long-awaited building programme at Mill Road is under way.

Behaviour

- The behaviour of pupils requires improvement. This judgement is limited overall because of the frequency with which pupils in Years 10 and 11 are absent. Too many are absent too often without good reason.
- A larger than average group of pupils are persistently absent despite the best efforts of the director of student services and student services team on both sites. The attendance of pupils in Key Stage 3 is currently just 1% below the national average for 2014/15. Leaders provided robust evidence that this is the product of a wide range of actions undertaken by the school itself and other statutory and non-statutory agencies. Leaders agreed that the most effective of these strategies are to be used continuously with those families whose children do not attend frequently enough, especially those in Years 10 and 11.
- Behaviour is, however, much better than when the school was last inspected. Poor behaviour on the Mill Road site has been eradicated. Both sites are well supervised and, as a result, pupils' conduct is good. They move between lessons purposefully and quietly. The dining halls are similarly well supervised but, without prompting, on both sites, pupils queue quietly, share conversation and interact well with adults while they are eating.
- Castle Community College has become a calm and orderly learning environment – a remarkable turnaround in two years.
- In lessons, pupils are attentive and generally follow teachers' instructions appropriately. When teaching is less effective, they sometimes fall short of leaders' high expectations. Generally, though, they manage themselves well. Inspectors saw no examples of poor behaviour. They saw very little low-level disruption.
- Pupils are very polite, courteous and respectful of adult visitors as well as their teachers. They talk clearly when spoken to and treat each other with similar levels of respect.
- The school uses its own on-site provision, the Phoenix Centre, as a means of reducing the need to exclude pupils. When necessary, pupils are escorted to the centre and are provided with work so that their learning is not affected for too long. As a result, the number of permanent exclusions has dropped to zero. The number of pupils excluded for a fixed term is also reducing. However, boys are still excluded more frequently than girls, disadvantaged pupils more frequently than advantaged pupils, and pupils with special educational needs or disability (SEND) are more likely to be excluded than pupils without SEND.
- Leaders now have good management information, which they use to keep all these issues and challenges in focus. They have made commendable efforts to reverse some very poor practice in the past. There is still some way to go before all matters have been resolved fully.

Outcomes for pupils

require improvement

- Attainment is low overall. Published information about pupils' results for the last three years shows that the school's performance is below average consistently.
- Pupils enter the school with lower than average achievement at the end of Key Stage 2. Many have wide gaps in their knowledge, skills and understanding. Many struggle with reading and basic mathematical skills. A few require significant nurture so that they can catch up with what they have missed.
- Leaders have developed a robust system for identifying where pupils have learning needs. They have also trained a large workforce of teaching assistants to support teachers' work in class. In addition, leaders have created a range of spaces in which pupils can learn in small groups or with the attention of a single adult. The impact of this work in Key Stage 3 is clear. Progress is accelerating.
- In 2015, a greater proportion of Year 11 pupils attained the important standard of five A*–C GCSE grades, including in English and mathematics, than in the previous year. In mathematics, although the results were not as the school predicted, the proportion of pupils making expected progress increased by about six percentage points. In English, slightly fewer pupils made expected progress than in 2014, but just over half attained a grade C or above.
- Overall, disadvantaged pupils achieved about half a grade behind their classmates in 2015. This meant that there were wide gaps between them and other pupils nationally. Currently, disadvantaged pupils in Year 11 are on track to make much greater progress than their counterparts in the previous year in both English and mathematics. As a result, gaps are set to close considerably.
- Disadvantaged pupils in Key Stage 3 are doing much better than previously and their progress is accelerating. This is due to the focused and structured support they are receiving. Leaders know that the pace of improvement needs to be sustained so that gaps in attainment close as fast as the gaps in rates of progress.

- There are very few most-able pupils. This is due to underachievement earlier. Talented pupils in art, textiles and food technology celebrate their achievements with some remarkable creations. In these subjects, disadvantaged pupils do as well as their peers.
- Pupils with special educational needs or disability are supported effectively to make good progress, especially in Key Stage 3. They are catching up with their classmates in many subjects, though their low starting points mean that they remain some way behind other pupils nationally.
- Leaders provided compelling evidence during the inspection that two years of focused effort is beginning to work. Pupils now have the resilience to keep going even when learning is tough. Staff have better skills to support and motivate pupils who lack confidence. Staff have better systems to be able to check how well each pupil is doing and can step in with additional support as required. As a result, slowly but surely, outcomes are improving. This is also the case for pupils benefiting from alternative provision placements.
- In particular, leaders are confident that the value added to each pupil's learning is increasing considerably year on year. Noticeably, on the 16–19 study programmes, performance is tracking just below national averages on the vocational programmes.

16 to 19 study programmes

require improvement

- Historic underachievement in the school in Key Stage 4 meant that too few learners acquired the knowledge, skills and understanding to excel in the sixth form. Consequently learners' performance did not compare well with standards expected nationally at the end of Key Stage 5.
- Large numbers of pupils opt to pursue post-16 qualifications with other providers, so that about half of Year 11 pupils regularly choose to stay on. This limits the curriculum that the school is able to offer. Consequently, the viability of the sixth form is open to question. Only a relatively small cohort of loyal learners, those who genuinely wish to avail themselves of the specific programmes on offer, or those finding difficulty in travelling to work or study further afield, remain at the school.
- In the last year, significant changes in leadership, coupled with a thorough review of the 16–19 study programmes, have resulted in a more focused, purposeful approach. This has resulted in the much-improved leadership team insisting on concentrating on the specialisms and expertise available among the staff. As a result, the quality of the curriculum, though reduced, is strengthening.
- Leaders have high expectations for the learners. They work smartly to ensure that the range of programmes are suitable for the learners and match learners' career and employment aspirations.
- Leaders know each learner extremely well and support them personally with great skill and care. Consequently, many more are staying in the school to finish their qualifications. Some return from other colleges because they recognise that the pastoral care available will help them to succeed. As achievement improves lower down the school, it is expected that pupils will join 16–19 study programmes better equipped so that they attain better results.
- Attainment on 16–19 study programmes is already rising. The average grade awarded for A-level qualifications rose from E to D+ in 2015. It is set to rise higher in 2016. The average grade awarded for vocational qualifications also rose by half a grade in 2016. At the moment, though hard-earned by those who achieve them, these results potentially limit the opportunities available for learners wishing to move on to further or higher education.
- Nearly half the learners who needed to re-sit their English GCSE examination in 2015 achieved a C grade. Nearly a third who re-sat mathematics achieved a C grade. Those who still need to achieve this standard are supported well with focused and specific teaching.
- Strong teaching in vocational programmes contributes to better outcomes than in more traditional A-level subjects. As teaching improves steadily, this variation is decreasing so that the quality of the provision overall is improving, as are outcomes.
- Teaching is effective in technology and art. There are also strengths in business studies, media studies and information and communication technology. Teaching is inconsistent in traditional academic subjects but is more stable than a year ago. Some changes to the staffing of some A-level subjects have pleased the articulate learners who study them.
- There is a strong public service ethos among the learners. Some are learning so that they can work in childcare, teaching or nursing contexts. Others wish to progress to the police, border force or military services. The 16–19 study programmes and wider opportunities in the school are preparing them increasingly well for the next stages in their education, training or career.

- Leaders ensure that suitable work placements are available for all learners on vocational programmes. They support the provision of work experience for other learners so that even those on academic study programmes can benefit from an insight to the world of work. Learners are very clear that they receive thorough, precise and independent careers advice and guidance, which complements this.
- Staff support for university, work, training, or apprenticeship applications is effective and has led to many learners securing their places of choice. Most learners applying for entry in September 2016 have received offers from their first choice of university.
- Learners feel safe and secure on the 16–19 study programmes. They recognise the considerable changes that have been put in place for their benefit. Learners say that they like the support they receive and the opportunities to explore ideas and issues. They are increasingly exercising junior leadership roles across the school as it becomes a more cohesive community. Their behaviour is consistent with the open, tolerant and inclusive attitudes of their generation. They are well prepared for life in modern Britain.

School details

Unique reference number	136300
Local authority	Kent
Inspection number	10009295

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	Academy converter
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	782
Of which, number on roll in 16 to 19 study programmes	157
Appropriate authority	The proprietor
Chair	John Baker
Principal	Jane Hadlow (interim)
Telephone number	01304 373363
Website	www.castle.kent.sch.uk
Email address	admin@castle.kent.sch.uk
Date of previous inspection	27–28 March 2014

Information about this school

- Castle Community College is smaller than the average secondary school. It serves the town of Deal in east Kent. It is currently under the proprietorship of the Castle Community Trust. SchoolsCompany Trust is named as the sponsor designate for the academy. SchoolsCompany Ltd currently provides school improvement services to the school under a formal contract with the governing body.
- There are slightly more boys than girls in the school.
- The proportion of disadvantaged pupils is above the national average.
- The vast majority of pupils are from White British backgrounds and only a few speak English as an additional language.
- The proportion of pupils with special educational needs or disability is above the national average. There is a high proportion of pupils with statements of special educational needs or education, health and care plans.
- Pupils come from households with average levels of deprivation.
- The school benefits from above-average levels of stability. A few pupils join the school to take up opportunities with Castle Community College's 16–19 study programmes.
- The school supports its own on-site alternative provision, known as the Phoenix Centre. This provision provides intensive support for pupils at risk of exclusion. The school also works with the Enterprise Learning Alliance.
- The school does not meet the government's current floor standards.

Information about this inspection

- This inspection began as the fifth monitoring inspection since the school became subject to special measures after its last inspection in March 2014. During day two, the inspection was converted to a full inspection under the Education Act 2005.
- Inspectors observed learning in 23 lessons and also conducted three tours of the sites. They observed six lessons jointly with senior leaders.
- The lead inspector held regular meetings with senior leaders as well as meetings with governors, a director of the multi-academy trust, the sponsor designate, a representative of Kent County Council and leaders of the 16–19 study programmes.
- Inspectors also met with three groups of pupils and heard a group of Year 8 pupils read.
- Inspectors took into account 25 responses to Ofsted’s confidential online parental survey, Parent View.
- Inspectors examined a wide range of the school’s documentation, including information about pupils’ achievements, records of leaders’ checks on teaching, the school’s own evaluation of its performance, records of pupils’ absence, and information about behaviour and records of incidents. Inspectors also looked at the notes of visits of external supporters, including reviews of the quality of the school’s work over time.

Inspection team

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Her Majesty’s Inspector

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