

# Barclay Primary School

155 Canterbury Road, Leyton, London E10 6EJ

## Inspection dates

15–16 March 2016

## Overall effectiveness

**Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- Barclay Primary School is a community in which pupils' learning is uppermost on the agenda. Leaders do not allow lesser issues to detract from this priority.
- The executive headteacher's determination and drive is expertly focused on ensuring the very best outcomes and well-being for pupils. The sense of continuous analysis, reflection and development is palpable.
- This continuous pursuit of improvement permeates each level of leadership. Those with positions of responsibility demonstrate passion, purpose and effectiveness in all they do.
- Exceptionally high pupil outcomes have been sustained over recent years. In 2015, the school was placed in the top 3% nationally for the amount of progress pupils made between key stages 1 and 2.
- Teaching is remarkably adaptive to pupils' needs. Teachers' subject knowledge allows them to adjust lessons as they proceed, responding immediately to the questions pupils raise.
- Pupils' attitudes to learning are exemplary. Their determination to achieve their very best is promoted and supported exceptionally well by the school's work.
- Children make rapid progress in the early years as a result of determined and focused teaching. Staff have high expectations of their own performance and of its impact on children's outcomes. Children are exceptionally well prepared for Year 1.
- Pupils have a mature approach to their learning, taking increasing responsibility for it as they progress through the school. They are exceptionally well prepared for secondary education.
- As a result of the high expectations of pupils' behaviour, the school community runs smoothly. Pupils behave maturely without the need to be reminded or rewarded.
- Numerous policies and procedures create a safe environment in which pupils are safe and able to thrive.
- Governance arrangements ensure that leaders' focus does not waver from their key priorities. Constant challenge and unerring drive ensures that standards remain high.
- Parents speak highly of the school's work and of their children's enjoyment of school.

## Full report

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

- Ensure that the highly effective policies in place continue to support pupils' excellent outcomes as the school roll increases.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The executive headteacher's highly effective leadership and unrelenting drive for the highest quality provision are fundamental to the school's success. He has established a team of like-minded and able leaders whose motivation to pursue excellence for every pupil is unremitting.
- All staff work towards a common aim. The 'Barclay five ways' underpin a culture in which high expectations are the norm. The sense of corporate responsibility for pupils' learning and welfare plays a significant role in the school's success.
- Proactive leadership of year groups results in policies being implemented consistently throughout the school. Leaders take into account a wide range of criteria when making judgements about the quality of teaching, most significantly its impact on pupils' progress. Those responsible for leading subjects are meticulous in their work, scrutinising pupils' work in detail and identifying ways in which teachers can improve their practice. In order to reassure leaders that teachers' assessments of the quality of pupils' work are accurate, their judgements are moderated with teachers from other schools.
- Highly effective arrangements for teachers' continuing professional development result in them adopting a reflective approach to their practice, searching for ways in which to improve the effectiveness of their work. Teachers new to the profession engage in a comprehensive induction programme prior to the beginning of the academic year. This ensures that they have a full understanding of safeguarding arrangements and of the school's policies and procedures prior to them taking up their roles.
- Leaders adopt a meticulous approach to analysing pupil performance data. This allows them to identify small gaps between what pupils are achieving and what they are capable of. This prompts a swift response, resulting in pupils catching up quickly. It ensures that pupils receive the challenge they need to maintain their engagement and desire to learn.
- The school's curriculum is based on a series of topics which form the central theme for the study of different subjects. The underlying principle is that it provides pupils with the experiences and skills they need to be effective members of a global society. Its breadth prepares pupils exceedingly well for the opportunities they will encounter and has aspiration at its heart. Pupils choose from a wide range of extra-curricular clubs at no cost. British values have a high profile in the school with pupils engaging in considered debate about children's rights and responsibilities during 'inspiration time'.
- The notion of equal opportunity is at the core of the school's work. Pupils who speak English as an additional language receive tailored and expert support. They learn English quickly while being encouraged to maintain proficiency in their home language. The school is uncompromising in its approach to supporting pupils who have special educational needs or disability. Pupils' views about what is important to, and for, them are given high priority. The support they receive is evaluated frequently with the work of professionals from beyond the school being well coordinated.
- The pupil premium (additional government funding) is spent highly effectively. It is targeted at ensuring that disadvantaged pupils attain well academically and to minimise any barriers to their learning through mentoring and liaison with their families. As a result, these pupils make progress equal to, or better than, others in school and nationally.
- Leaders add a significant amount of money from the school's budget to the physical education and sport premium received from the government. The money is spent well to promote physical activity within the curriculum and beyond. All schools in the Lion Academy Trust compete for the Lion Cup, accumulating points from sports day and inter-school competition. Participation rates are high, with all pupils participating in a sports club during the year. Competition successes have led to two appearances at Lord's cricket ground in recent years.
- Parents appreciate leaders' daily presence in the playground at the start of the school day. They are easily identifiable wearing fluorescent jackets. Parents spoken to had high praise for the school's work. They describe the many strengths as including regular homework, reading being well taught, children being safe and secure, and an engaging curriculum. Information presented in pupils' end-of-year reports makes it clear whether they are working at, below or above the level expected for their age.
- **The governance of the school**
  - The roles of the board of directors and the parent advisory body (PAB) are clearly defined. Key aspects of the PAB's work are to hold the school to account for its performance and for safeguarding arrangements. The board of directors retain overall oversight of all schools in the academy trust, ratifying policies and driving the high expectations which pervade all aspects of the school's work.

- While appreciating that pupils’ outcomes are high and that provision is well tailored to their needs, there is no sense of complacency. The drive to further improve outcomes and enhance pupils’ opportunities is at the forefront of the PAB’s vision for the future.
- The arrangements for safeguarding are effective. Clear signage around the school outlines the procedures to follow should anyone have concerns relating to a pupil’s safety or well-being. Pupils also know that they can share their concerns and worries with any of the key members of safeguarding staff whose photographs are displayed. Staff are well trained. They know how to respond to, record and report concerns disclosed by pupils. They are acutely aware of the prevailing safeguarding topics, including those relating to national and local priorities, for example, extremism and gang membership. The well-qualified inclusion team provides timely and robust support for those at greatest risk. Safeguarding, rightly, has a high priority in the school. Site security is tightly controlled and arrangements for vetting visitors are robust.

## Quality of teaching, learning and assessment is outstanding

- A feature common to the teaching of different subjects is the precision with which teachers address pupils’ needs. They monitor pupils’ progress during lessons, acting promptly to clarify understanding or to add further challenge. Lessons are planned skilfully to ensure that each one builds on what has been learned previously, providing a carefully considered balance between challenge and consolidation.
- Skilful questioning is integral to the high quality of teaching. Questions explore pupils’ grasp of skills and concepts, with follow-up questions challenging them to deepen their understanding beyond the superficial.
- Lesson time is used exceptionally well. Time is not wasted on unnecessary explanation, or unproductive discussion. Learning is focused, with a business-like approach ensuring that the pace of learning is maintained throughout the lesson.
- Teaching in mathematics achieves an effective balance between ensuring that pupils are fluent in their recall of number facts and their ability to apply what they know. Teachers’ questions are well chosen, prompting deeper thought and a more thorough understanding of concepts. Because of this emphasis on establishing firm foundations, pupils are able to build successfully on what has been learned previously. Teaching is accurately matched to pupils’ needs – resulting in pupils being challenged, whatever their ability. Most-able pupils in Year 6 enjoyed explaining the formulae for calculating the volume of three dimensional shapes, including that of a sphere.
- Writing has a high profile throughout the school. Teachers choose stimulating and purposeful contexts for writing. The teaching of grammar is systematically and thoughtfully incorporated into planned tasks. For example, pupils in Year 3 were challenged to improve their already well-formed sentences by including adverbs. Most-able pupils in Year 6 gave examples of the correct use of the subjunctive, a technique they have learned to increase the sophistication of their spoken and written language.
- Reading is well taught. There is a clear emphasis on pupils learning the skills needed for reading. Reading is promoted widely throughout the school both for pleasure and for research. During the inspection, Year 5 pupils explored the moral of a text, having meaningful discussions with each other. They explored the text in depth, reading between the lines to identify the author’s intended meaning. Pupils develop an appreciation of the variety of purposes of reading. They read for enjoyment and use the skills they have learned to enable them to access other aspects of the curriculum well.
- Phonics (the link between letters and sounds) is taught extremely well. Pupils who speak English as an additional language receive tailored support in small groups from a specialist teacher. They are encouraged to maintain their proficiency in their home language as well as learning English. A detailed approach to the teaching of the correct sounds provides pupils with a firm foundation. They build quickly on this as they learn to blend sounds together and to apply their phonics knowledge in their spelling.
- Resources are plentiful and of good quality. Significant investment in information and communications technology has had a notable impact on pupils’ learning. Older pupils are able to access the work they do at school from home and to collaborate with their friends through the use of up-to-date technology. Pupils use a range of digital devices to support their learning. Despite the appeal of the device in its own right, pupils retain a focus on the intended learning.
- Teachers plan lessons well to inspire and engage pupils. For example, pupils in Year 2 used virtual reality headsets to experience a journey to the moon and to explore its surface before beginning their writing. Their sense of wonder and excitement was infectious. Despite the appeal of using the headsets, pupils’ focus on their writing was unwavering and the resulting text of high quality.
- Teaching assistants are well informed, well trained and successful in their work to support pupils in smaller

groups. Their well-considered questions help pupils to complete their work to a high level. Their subject knowledge and skills enable them to address the pertinent issues that arise, adeptly helping pupils over hurdles in their learning.

- Pupils who have special educational needs or disability have a good understanding of their individual targets. They are clear about what they are trying to achieve and about the arrangements in place to support them. Members of school staff work closely with experts from other agencies to provide tailored support.
- Teachers' feedback to pupils is precise, constructive and clearly points out the steps pupils should take to sustain their progress. Pupils are very focused and clear about the extent to which they are progressing.
- Pupils understand the methods teachers use to help them learn. They know that teachers assess their understanding and group them according to their needs. Pupils have absolute confidence in their teachers' ability to successfully address their needs. They have learned to challenge each other's learning in the same way that their teachers do. It is common for pupils to annotate each other's work with thought provoking 'next step learning' comments such as, 'What does it mean if a shape is symmetrical?'
- Specialist teaching ensures that pupils receive high-quality teaching throughout the curriculum. For example, precise teaching ensures that Year 1 pupils practising triplet rhythms on xylophones hold beaters correctly, striking the instrument to achieve the best sound possible.

## **Personal development, behaviour and welfare are outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' purposeful approach to their learning begins from the time they start in the early years. The beginning of the school day is seamless, with pupils lining up quietly and without fuss before entering the building, ready to learn.
- Pupils were keen to engage with inspectors, both during lessons and at less formal times. They are proud of their school, exceedingly polite, enthusiastic about their learning and exude confidence. Pupils are articulate and pleased to take the opportunity to explain what they are learning, often giving full and detailed explanations.
- In preparation for their wider lives in society, older pupils take part in a series of lessons focusing on their identity. This builds their resilience, confidence and self-esteem, equipping them with the means to resist attempts at both radicalisation and recruitment into gangs.
- As one of the 'Barclay five ways', aspiration is central to the school's aims. The desire to achieve all that they are capable of is equally evident in all groups of pupils. Some pupils spoken to already have ideas about the careers they may pursue in the future, but all pupils spoken to were clear about the importance and value of their education. Learning is taken seriously.
- Pupils have a firm understanding of the principles of staying safe on the internet. They know not to share personal details, to check the reliability of information they access on websites, and to be cautious about the identity of people they come across online. Leaders receive automated alerts, highlighting any inappropriate use of school information technology systems, including the use of vocabulary related to extremism, profanity or that which may suggest cyber-bullying.
- School ambassadors apply for their roles, initially by writing a letter of application and subsequently by being interviewed. They have specific responsibilities including helping the younger pupils at lunchtimes, acting as play buddies and showing visitors around the school. They exhibit impeccable manners, speak confidently and knowledgably, and demonstrate a high level of social awareness.
- Pupils have a well-developed understanding of ways in which people can be different. The school's ongoing attention to the United Nations Convention on the Rights of the Child, provides regular opportunities to discuss issues relating to equality and diversity, for example by discussing children's right to be listened to, during 'inspiration time'. Pupils debate diversity issues with maturity and high levels of sensitivity for the opinions and views of others.

### **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils live up to the expectation that they will behave appropriately rather than expecting to be rewarded for doing so. This intrinsic motivation to behave well is indicative of pupils' exceptionally strong moral development. Despite its large size, the school community functions harmoniously with pupils and staff enjoying strong and respectful relationships.

- The school is a calm and orderly community. Pupils move around the building quietly, demonstrating respect for others' learning. Movement between lessons and parts of lessons is swift, efficient and without any fuss. Lessons proceed without interruption.
- The drive from the start for pupils to take an active part in, and increasing responsibility for, their learning, is unquestioningly successful in its aim. Children in the Nursery are able to choose activities confidently and talk about what they are learning. Older pupils understand what it is to be a 'Barclay learner'; a set of expectations displayed clearly throughout the school outline the increasing responsibility pupils are expected to take for their learning.
- The playground is used imaginatively to promote creative and active play. Activities are varied daily, and are well chosen to appeal to pupils' interests as well as challenging them to attempt and develop new skills. Pupils are quick to check that their friends are okay after small accidents in the playground, for example those that occur from time to time during games of football.
- Bullying incidents are extremely rare. Pupils know they can seek support through a variety of routes including posting concerns in the anti-bullying box. Parents spoken to express confidence in teachers' ability to address the rare occurrences of bullying or misbehaviour. Pupils' behaviour is monitored in detail, with even minor infringements being recorded and analysed. The number of fixed term exclusions has reduced but leaders, rightly, take a robust approach to tackling behaviour which breaches their high expectations.
- Attendance has been equal to or above average in recent years and the current year's figure is equally high. Parents say that their children enjoy coming to school and the smiles on their faces as they arrive support that view.

## Outcomes for pupils

## are outstanding

- From low starting points, the proportion of children achieving a good level of development by the end of the Reception year has risen for the past three years and has been above average. For the past three years, proportions of pupils similar to, or above, those seen nationally have achieved the expected standard in the Year 1 phonics screening check. The school's own assessment information for pupils currently in Year 1 indicates that a significantly higher proportion than in 2015 will reach the expected standard in 2016.
- The proportion of pupils achieving the expected level by the end of Year 2 has risen each year for the last three years. In 2015, it was above average in reading, writing and mathematics and significantly so in writing and mathematics. A similar analysis describes pupils' performance at Level 3. Disadvantaged pupils achieve similar outcomes to others in school and above those achieved by others nationally.
- The proportion of pupils achieving the expected level by the end of key stage 2 is above average in reading, writing and mathematics. Similar proportions of disadvantaged pupils and others achieved Level 4 in 2015.
- The most-able pupils sustain their high level of performance. Pupils who exceeded expectations at the end of the Reception year continue to attain above the age-related expectation as they progress through the school. In 2015, all those who achieved Level 3 in reading, writing and mathematics at the end of key stage 1 achieved at least Level 5 in the corresponding subject at the end of key stage 2. Proportions of pupils attaining Level 5 in writing and mathematics were above average in mathematics and significantly above it in writing. In 2015, higher proportions of pupils than seen nationally achieved Level 6 in mathematics and reading. The most-able pupils currently in school have continued to attain above the level expected for their age.
- Pupils make exceptional progress between key stages 1 and 2. In 2015, the school was ranked in the top 3% of schools nationally for the value added to pupils' outcomes. Higher proportions of pupils made expected progress in reading, writing and mathematics than seen nationally. This analysis also describes the picture for the proportion of pupils making more than expected progress. The proportions of pupils making expected progress were significantly higher than average in writing and mathematics. A higher proportion of pupils than seen nationally made more than the expected progress in each subject, significantly so in writing and mathematics.
- In 2015, higher proportions of disadvantaged pupils made expected progress and more than expected progress than others nationally. The school's own assessment information indicates that disadvantaged pupils currently on roll are making progress at similar rates to others and, in many cases, faster progress.
- In 2015, pupils who have special educational needs or disability made significantly more progress than similar pupils nationally. This group of pupils currently in school is making progress from their starting points equal to, or better than, others and many are working at the level expected for their age.

- The school's information about pupils' performance indicates that those currently on roll are attaining at an equally high level to those who have left the school in recent years. Pupils currently on roll attain equally highly in reading, mathematics and writing. Scrutiny of pupils' workbooks confirms that a high proportion of pupils are achieving standards well above those expected.

## Early years provision

## is outstanding

- Outstanding leadership has ensured that the high quality of provision in the early years has been maintained since the previous inspection. Leaders ensure that staff in the early years are well trained and that they have a thorough understanding of how children learn. Training for staff is bespoke to their individual needs. Mentors check the quality of teachers' work regularly and update teacher improvement plans accordingly. This regular scrutiny of the impact of teachers' work leads to ongoing reflection and continuous improvement in the quality of teaching.
- A high proportion of children start the Reception year with skills and abilities below those typical for their age. They make significant progress so that by the end of the year, a higher proportion than average reach a good level of development.
- As in the rest of the school, teachers are precise in their use of the information they collect about what children know, understand and can do. They respond to their findings promptly, choosing activities skilfully to present the right level of challenge. Parents are pleased to be able to access their children's online learning journals keeping them up to date with their development.
- Teachers have high expectations of what children can achieve from the time they start in the early years. They understand the need for urgency in promoting children's learning. Children demonstrate high levels of resilience. Activities are well chosen to provide challenges that do not guarantee immediate success but require children to persevere.
- Phonics is exceptionally well taught with children participating enthusiastically and confidently, practising the sounds they have just learned. They are taught to listen critically, identifying precisely where in the word a particular sound can be heard. A good balance of activities ensure that children are able to apply what they have learned to form individual words and simple sentences. The teaching of reading draws on children's phonics knowledge, teaching them how to blend sounds together and to break words into manageable parts.
- Staff engage children in conversation to develop their confidence and speaking skills. A central thread running through the school's work is a focus on children having an appreciation of their own learning. This begins successfully in the Nursery with children being able to explain what they have been able to do and to take increasing responsibility for what they will learn next. Children are eager to share their learning.
- Both the indoor and outdoor environments are appealing and filled with well-chosen, relevant and challenging activities. The development of the core skills of speaking and listening, reading, writing and mathematics receives due attention, without detriment to the other areas of learning, all of which are represented. Children have numerous opportunities to write. They are proud of their writing which is displayed throughout the setting.
- Children are cared for extremely well. Questionnaire responses and parents spoken to during the inspection confirm that they feel their children are safe in school. Their self-esteem and confidence grow quickly. Highly effective relationships between adults and children achieve the right balance between providing support and nurture, and developing independence.
- In common with the rest of the school, children in the early years are encouraged to attempt tasks that are new to them. This contributes significantly to the rate at which their confidence grows, to their curiosity and to their ability to adapt quickly to new contexts and environments. Children's positive attitudes, self-regulated behaviour and their acquisition of key skills ensure that they are extremely well prepared for Year 1.

## School details

<b>Unique reference number</b>	138690
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	10001098

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,200
<b>Appropriate authority</b>	The parent advisory body
<b>Chair</b>	Robin Thompson-Clarke
<b>Executive headteacher</b>	Justin James
<b>Telephone number</b>	020 8539 6777
<b>Website</b>	<a href="http://www.barclayprimary.net">www.barclayprimary.net</a>
<b>Email address</b>	<a href="mailto:school@barclayprimary.net">school@barclayprimary.net</a>
<b>Date of previous inspection</b>	not previously inspected

## Information about this school

- The school converted to academy status in September 2012. The predecessor school, of the same name, was previously inspected in May 2011, its overall effectiveness being judged good.
- The school is the founding member of the Lion Academy Trust. As such, it provides support to other schools in the trust.
- The school roll is significantly larger than the average-sized primary school and is expanding. The school operates on two sites, the second of which is due to add two classes each academic year for the next five years.
- The proportion of pupils from ethnic minority backgrounds is well above average.
- The proportion of pupils with special educational needs is broadly average.
- A significantly higher proportion of pupils than average speak English as an additional language.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates breakfast and after-school clubs.



## Information about this inspection

- Inspectors made short visits to the majority of classes, some jointly with senior leaders, to observe teaching and learning.
- Meetings were held with the executive headteacher, senior leaders and leaders of English and mathematics. An inspector met with a director of the Lion Academy Trust and with the chair of the parent advisory body.
- Inspectors met with groups of pupils and spoke with others during visits to classrooms and during breaktimes and lunchtimes. They also considered the 151 responses to the online pupil questionnaire.
- Inspectors spoke with parents at the beginning of the school day and took account of the 24 responses to Parent View, Ofsted's online questionnaire. They also considered the school's own survey of parental opinion.
- Inspectors held meetings with two groups of staff and spoke with others individually. They also considered the 50 responses to the online staff questionnaire.
- Inspectors scrutinised a range of documentation about the school's work, including that about pupils' performance, governance and safeguarding.

## Inspection team

Jeremy Loukes, lead inspector	Her Majesty's Inspector
Martin Beale	Ofsted Inspector
Michelle Bennett	Ofsted Inspector
Alison Martin	Ofsted Inspector
Rosemarie McCarthy	Ofsted Inspector
Helen Rai	Ofsted Inspector
Gary Rawlings	Ofsted Inspector

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