

Beis Rochel d'Satmar Girls' School

51–57 Amhurst Park, London, N16 5DL

Inspection dates 2–4 June 2015

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Early years provision	Inadequate	4
Sixth form provision	Inadequate	4

Summary of key findings

This is an inadequate school because

- Leaders and governors have not ensured that all the independent school standards are met.
- Health and safety and safe recruitment procedures are not rigorous and do not meet statutory requirements.
- The curriculum does not include spoken and written lessons in English for the early years, so all independent school standards for this aspect are unmet.
- The range of subjects does not cover all the required areas of learning. Science is not available beyond Year 9, so pupils are unable to make any progress beyond this level.
- Teaching does not engage pupils fully in their learning in all aspects of the curriculum. There is insufficient challenge for the most able.
- Pupils' achievement is not checked regularly by teaching staff. As a result, pupils do not make the progress they should.
- Procedures for monitoring and recording pupils' work are not consistently used by all staff to ensure gaps in their knowledge are being filled.
- The quality and quantity of pupils' written work is inconsistent over time, particularly in Years 7 to 9.
- The quality of the provision in the early years and sixth form does not meet the independent school standards.

The school has the following strengths

- Pupils' behaviour around school is good. They are polite, courteous and caring of each other.
- Aspects of pupils' spiritual, moral, social and cultural development are good.
- The results of the limited subjects studied at Key Stage 4 are in line with national averages
- Support for disabled pupils and those with special educational needs is well planned.

Compliance with regulatory requirements

- The school does not meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended 2014 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 37 lessons, looked at pupils' work, teachers' planning and information about pupils' progress.
- Discussions were held with the proprietor, administration staff, headteachers, curriculum advisers, teaching staff and pupils.
- School policies and other documentation were examined, including for safeguarding, attendance and behaviour.
- There were no staff questionnaires.
- There were no responses to the online Parent View questionnaire.

Inspection team

Flora Bean, Lead inspector	Additional Inspector
Philip Mann	Additional Inspector
Kanwijilit Singh	Additional Inspector
Usman Mapara	Additional Inspector
Emma Merva	Additional Inspector

Full report

Information about this school

- Beis Rochel d'Satmar Girls' School is an independent day school that provides education for girls and boys between the ages of three and 19 years.
- The pupils are from the Satmar community of Orthodox Judaism, but there are also girls and boys from other Chassidic communities and the Yemen.
- Girls and boys are educated in different departments. The sixth form admits girls only.
- There are three key administrators with overall operational responsibility for the different departments in the school, which are the full-time early years provision for girls, the junior and senior departments for girls, the full-time early years and junior department for boys, and the seminary (sixth form) for girls only. Each department has its own headteacher and curriculum advisers who are responsible for their curriculum area.
- The afternoon English curriculum consists of English, mathematics, science up to Year 9, history, geography, art, textiles (sewing) and physical education. Personal, social and health education is taught across the curriculum in line with the school's religious ethos.
- In the early years, the curriculum is planned around the yearly cycle of the Torah (Jewish Law), Sidos (a portion of the Torah), Yomin Tovim (festivals) and Mitvos (commandments). This is aligned to the required areas of learning.
- In the infant, junior and senior girls' departments, Kodesh (study of the traditional Hebrew texts) is taught in the morning in Yiddish, and Chol (secular studies) in the afternoon. Chol covers the National Curriculum subjects, with English used as the language of instruction.
- In the boys' department, Kodesh subjects are taught until 4.00pm, with Chol subjects taught from 4.00pm to 6.00pm.
- In the sixth form seminary, a range of courses is offered. There is no provision for the teaching of A-level subjects.
- The majority of pupils speak Yiddish as their first language and English as an additional language.
- Seventeen pupils are registered as having disabilities and/or special educational needs. Fourteen have statements of special educational needs.
- The school does not charge fees from Reception upwards, but parents are asked to make a voluntary contribution to the school if they are able to. The school charges fees for the Nursery provision.
- The school had its last full inspection in February 2012. A material change inspection was carried out at the same time. Its purpose was to report on the incorporation into the school of a boys' department on separate premises. After two monitoring visits the building met the regulatory requirements.
- The emergency visit to inspect the temporary premises and welfare, health and safety of pupils in January 2015 for the temporary premises did not meet all of the independent standards. The boys have now moved into the new building.
- The school does not make use of any off-site provision and does not enter pupils early for examinations.
- The proprietor has responsibility for the governance of the school.

What does the school need to do to improve further?

- Improve the quality of the leadership, management and governance of the school by:
 - ensuring that all leaders have the skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - ensuring that all leaders implement a culture of high expectations across the school of what pupils can achieve
 - implementing robust systems to accurately check on and evaluate the school's work in health and safety, and ensure that the premises are regularly monitored
 - ensuring that an external review of governance is undertaken in order to assess how this aspect of leadership and management may be improved.
- Improve procedures for safeguarding pupils by:
 - ensuring that leaders are trained appropriately and are up to date with statutory guidance, so that

robust processes for securing the welfare, health and safety of pupils are implemented

- following the requirements for safe recruitment accurately and in line with the latest statutory guidance.

■ Improve the quality of the curriculum by:

- ensuring that it meets statutory guidance and includes all the required areas of learning for all pupils
- modifying the content of personal, social and health education so that it fully prepares pupils for life in modern Britain.
- providing English lessons in the Early Years Foundation Stage

■ Improve the quality of teaching by ensuring teachers:

- plan activities that provide high levels of challenge for all groups of pupils and engage them fully in their learning so that all make at least the progress expected
- check pupils' learning during lessons and adapt their teaching so that gaps in knowledge and understanding are identified and addressed and progress is rapid.

■ **The school must meet the following independent school standards:**

- ensure that a written policy on the curriculum is drawn up and implemented effectively, and that it is supported by appropriate plans and schemes of work (paragraphs 2(1) and 2(1)(a))
- ensure that the written policy, plans and schemes of work takes into account the ages, aptitudes and needs of all pupils, including those pupils with an education and health care plan (paragraphs 2(1)(b) and 2(1)(b)(i))
- ensure that full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education is provided (paragraph 2(2)(a))
- ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(b))
- ensure that the school provides lessons in written and spoken English for all pupils, (paragraph 2(2)(c))
- ensure that for pupils receiving secondary education, access to accurate, up-to-date careers guidance that is presented in an impartial manner and enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (paragraph 2(e)(i) (ii) and(iii)).
- ensure that where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to communication and language skills is provided (paragraph 2(2)(f))
- ensure that where the school has pupils above compulsory school age, a programme of activities is provided which is appropriate to their needs (paragraph 2(g))
- ensure that all pupils have the opportunity to learn and make progress (paragraph 2(h))
- ensure effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society paragraph(2(i))
- ensure that teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3 (a))
- ensure that teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3 (b))
- ensure that the school utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f))
- ensure that the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress (paragraph 3(g))
- ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7 and 7(b))
- ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11)

- ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12)
- ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraphs 16(a) and 16(b))
- ensure that the proprietor carries out appropriate checks in respect of each person employed in the school (paragraph 18(2)(c))
- ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25)
- ensure that external lighting is provided so people can safely enter and leave the school premises (paragraph 27(b))
- ensure physical education is provided to pupils in accordance with the school curriculum (paragraph 29(1)(a))
- ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, fulfil their responsibilities effectively and actively promote the well-being of pupils so that the independent school standards are met consistently (paragraphs (34(1)(a), 34(1)(b) and 34(1)(c)).

Inspection judgements

The leadership and management are inadequate

- The leadership and management of the school are inadequate. Leaders have not ensured that all of the independent school standards are met, including those for the early years' provision and the sixth form.
- Leaders do not demonstrate sufficient skills and knowledge to ensure that the appropriate systems and procedures are in place to rigorously implement the health and safety policy and to monitor the premises for the welfare, health and safety of pupils. In both the sixth form and Early Years rooms are not properly maintained to ensure pupils' health and safety; for example, fire exit doors do not have the correct fire signage and not all are easy to open.
- The welfare, safety and security of pupils are not evident in the implementation of policies and procedures. Policies have been updated, as required, but are not implemented to ensure that the safety and security of pupils remain a priority. The premises are not regularly monitored to ensure that any health and safety hazards are remedied.
- Arrangements for the safeguarding of pupils are inadequate. Procedures for the safe recruitment of staff are not followed rigorously enough and thus procedures do not meet statutory requirements. The school has not ensured that professional references are taken up for all staff who teach in the school. However, staff are appropriately trained in safeguarding and child protection procedures. The school has appointed and trained designated safeguarding leads and pupils state that they feel safe in the school.
- Leaders do not prioritise teaching and the curriculum to create a stimulating learning environment. The curriculum does not cover all the required areas of learning. There is no science provision for pupils in Years 10 and 11. In the early years provision the curriculum does not include written and spoken lessons in English and thus the school is not following statutory guidance.
- Leaders do not ensure that there is equality of opportunity. The school has an equality of opportunity development plan, but this is not implemented effectively to ensure that all pupils have access to the compulsory curriculum for their age or the breadth in the sixth form to allow a broad choice.
- The personal, social, health and education curriculum does not ensure pupils are being well prepared for life in modern Britain because the syllabus is limited. In other ways, however, some activities focus on promoting British values.
- The leadership has been effective in sustaining the ethos of the school and in sustaining high standards of behaviour. Aspects of pupils' spiritual and moral awareness are developed well in some lessons in the teaching of ethics and through discussing issues of faith and morality. They regularly have moral and spiritual teaching as part of the school's aims and ethos. Pupils develop well socially and culturally as they learn acceptance of others who may hold different beliefs from themselves. The proprietors ensure that the promotion of extremism in political views is prohibited.
- Performance management of teaching has not resulted in improvements in pupils' achievement. Teachers are rewarded for additional extra-curricular work.
- The school has recently developed assessment procedures and a tracking system to check pupils' progress. This is still to be fully implemented. Teaching staff do not always pinpoint gaps in pupils' knowledge and understanding so that additional support can be given. However, in Years 10 and 11 there is a strong focus on helping pupils improve their work and, as a result, GCSE results for individual subjects are in line with national averages.
- The middle managers are keen to develop the curriculum. However, they are restricted in terms of materials and resources they can use, and there are limited opportunities for their training and development.
- The school provides effective additional support for disabled pupils and those with special educational needs. As a result they are helped in their learning and make good progress.
- There is insufficient careers guidance for pupils to make informed choices about the future, many of whom continue their studies in the seminary (sixth form). The seminary offers a variety of courses but there are no A-level subjects taught.
- There is no school website. Policies are available to parents when their children join the school and on request from the school in hard copy.
- Parents and carers receive a comprehensive bi-annual report on their child's progress.
- Procedures for the handling of complaints meet requirements.
- **The governance of the school:**
 - The school is governed by the proprietors. Although they are committed in their responsibility and

duty of care, they have not ensured that all of the independent school standards are met.

- Governors do not consistently implement all school policies. There are gaps in their work in maintaining the safety of the premises and as a result they are failing in their duties for pupils' welfare, health and safety, academic achievement and personal development. Staff have been trained in safeguarding procedures to the appropriate level. However, statutory safeguarding policies and procedures are not compliant.
- Self-evaluation lacks rigour and is inaccurate in its conclusions, so that leadership and management do not have a realistic view of outcomes or provision. Leaders place more emphasis on the ethos of the school and not the learning experience for the pupils.
- Capacity for securing further improvement in the curriculum and in teaching is weak. The proprietor is ineffective in securing a safe environment for pupils and staff.
- The board and trustees do not monitor the effective use of school funds and, as a result, the independent school standards are not met. The lack of funding for training and staff development limits the progress of the school. The governors of the school do not focus on the quality of the teaching or the performance of the pupils. They have not trained leaders in school to develop the teaching. They do not provide adequate resources for the development of the curriculum to enrich teaching. The performance management of teaching has not resulted in improvements in the quality of teaching.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of pupils is good. They are polite, courteous and respectful of each other and demonstrate positive attitudes to learning. There is no disruption in lessons. They behave appropriately in lessons even when teaching does not engage them fully. When they are inspired they produce work of a high calibre, as seen in pupils' art work, textiles and in displays in the junior and senior school.
- Pupils' attendance is above average. Pupils are punctual, respectful and learning to be responsible young people within their community.
- Pupils are mature, thoughtful and considerate of each other and those beyond their own community. This was well portrayed in their cross-curricular displays of art work and in their charitable work for those whom they know to be less fortunate than them.
- Pupils report that there is rarely any bullying. If it were to occur it would be swiftly dealt with by teachers.

Safety

- The school's work to keep pupils safe and secure is inadequate. The school has not ensured that all the independent school standards are met for the welfare, health and safety of pupils and arrangements for the safeguarding of pupils are inadequate and do not meet statutory guidance.
- The proprietor has not ensured that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy. Also, action has not been taken to consistently reduce identified risks.
- Pupils report that they feel safe in school. Staff, including the designated leads for safeguarding, are trained appropriately and teaching staff are conscientious with regard to pupils' safety. The school has several members of staff trained in first aid procedures and this meets statutory requirements.
- Fire safety does not meet statutory requirements because the school does not react promptly to advice in the fire risk assessments to ensure pupils' safety
- Only sixth form pupils have access to computers. Teaching staff ensure that these pupils have a clear awareness of how they can remain safe whilst using the internet. Other pupils are not taught about e-safety.
- The proprietor ensures that the promotion of extremism in political views is prohibited.

The quality of teaching

is inadequate

- The quality of teaching is inadequate. This is because the curriculum does not cover all the required areas of learning for pupils of compulsory school age. There is no science taught in Years 10 and 11. There is evidence in the limited schemes of work for personal, social, health and education to ensure that pupils are being well prepared for life in modern Britain.
- Teachers prepare and present lessons for the Jewish studies curriculum in Yiddish and pupils participate

and respond in Yiddish. There is considerable learning of facts to which pupils respond dutifully.

- The secular curriculum is conducted in English and teachers generally plan work so that pupils are enabled to be involved in their learning and most make at least expected progress. In the majority of lessons pupils are taught as a whole class with little additional challenge for the most able. Teachers set whole-class activities and, as observed in a number of lessons, when pupils complete a task they are told to wait till others have finished. The most able pupils make less progress than they might because they are not sufficiently challenged.
- Throughout the senior school the curriculum for English is not sufficiently well developed. Literacy work in English is too often limited to grammar, spelling and preparation for the GCSE English language course in each year group and pupils are not given opportunities to extend their learning further.
- In the junior departments, teachers work well to develop pupils' skills in reading, writing, speaking and listening. Evidence of creative writing demonstrated good progress over time and a good range of topics covered including London and its history, the Victorians, scientific and geographical project work. Pupils are given opportunity to read a wide range of literary genre suitable for their age.
- In mathematics, there is an effective focus on developing reasoning and problem solving. This was evident in lessons observed, for example, when pupils developed their understanding of quadratic equations in the senior school and in long division in the junior school. Teaching provides opportunities for pupils to explain their understanding and this is revisited if any gaps are evident.
- There is no science taught after year 9 so this limits the progress and options for pupils to continue with science for GCSE and beyond.
- On-going checks on pupils' progress are inconsistent. Teachers do not record pupils' progress systematically or use this information regularly to plan next steps. Teaching is not monitored sufficiently by senior leaders to ensure that standards are consistently maintained across all subjects and so progress in learning is not as good as it could be.
- Teachers have few opportunities for training and development from external providers. This has a negative impact on the development of teaching because there is no opportunity to learn from others to improve the quality of teaching.
- The proprietor and headteacher proprietor have not ensured that the independent school standards for teaching and assessment are met.

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate because pupils do not have the opportunity to extend their learning across all compulsory subjects to Key Stage 4 and not all of the independent school standards relating to pupils' achievement are met.
- Pupils join the early years with abilities that are typical for their age. The vast majority begin English as a second language and their progress in learning to communicate in English at this stage is limited. In other areas of learning, they make varying levels of progress from their starting points.
- Pupils arrive in Year 1 with virtually no English. However, they make good progress from their starting points in acquiring language and make up for lost time, as seen in their written work displayed in the classroom and in their ability to use the spoken language. By the end of Year 2, pupils have developed expected levels of literacy and numeracy.
- At Key Stage 2, the well thought-out and planned curriculum provides challenge and past and current work in books shows good levels of progress over time in a range of subjects. Those with learning needs are effectively supported by experienced staff who provide one-to-one support both in and out of lessons.
- At Key Stage 3, pupils make good progress in mathematics as they are appropriately challenged for their level. In literacy they make expected progress because the work set is less challenging, with a distinct lack of variety to provide interest. When inspired, pupils can produce work of the highest calibre, as seen in their art and textiles work and displays around the school. Pupils' scientific skills show elements of increasing knowledge and understanding up to, and including, Year 9.
- At Key Stage 4, the strong focus on a limited number of subjects ensures that pupils are well prepared and most make at least expected progress. Pupils make good progress when they are given opportunities to extend their literacy and communication skills, for example through an oral presentation or a debate.. GCSE results from 2012 to 2014 were in line with national averages, in respect that the majority of pupils achieving A* to C in five subjects. Pupils' past and current work in individual subjects demonstrates good progress at this key stage in both the range and volume of work covered.
- Across the school, those who require additional help in their learning are effectively supported and make progress in line with their peers. The most able pupils, however, are not effectively challenged and thus

they underachieve.

- Outcomes in physical education are inadequate because all classes do not have opportunities to develop good physical education skills and techniques to take part in a range of games and activities. Occasionally, when given the opportunity, pupils demonstrate positive attitudes to learning and they make good progress when work is challenging and interesting.

The early years provision

is inadequate

- The early years provision does not meet the independent school standards. The curriculum does not include clear provision for the teaching of spoken and written English. There are health and safety concerns which do not meet the regulatory requirements. Requirements regarding safe recruitment of staff are not being met.
- Leadership and management of the early years provision are inadequate because senior leaders do not have an accurate understanding of the early years setting. Also, they have not made adequate provision for the teaching of English in terms of staffing or resources.
- With the exception of the teaching of English, the curriculum includes all the required areas of learning. Teachers know the children well and set appropriate activities and challenges based on the curriculum planning for Yiddish. However, as the curriculum is taught almost exclusively in Yiddish, children do not make any progress in English.
- Children's progress is tracked in line with the EYFS requirements and any identified learning needs are addressed and followed up with provision put in place so that children can progress in their learning.
- There is a strong focus on children's personal and physical development, which is effective in ensuring that children behave well. They integrate and interact well with each other and with teaching staff. They are learning how to stay safe. In the Nursery class, children make good progress in their personal development through free play and organised learning activities. They interact well with each other and play well together.
- In the Reception class, a continuing focus on Yiddish means that pupils do not learn the sounds and pre-literacy skills to develop their English. Creative lessons in art and music, with free play, develop children's skills and confidence further. Children are eager to participate and learn well.
- The school works closely with parents and carers so that parents are well informed and receive relevant information regarding the day-to-day well-being and safety of their children.

The sixth form provision

is inadequate

- The proprietor has not ensured that all of the independent school standards are met in relation to students' welfare, health and safety; therefore, provision for the sixth form is inadequate.
- The sixth form curriculum provision is limited. Pupils do not have opportunities to study a breadth of subjects which limits their choices. There are no A-level subjects taught.
- Teaching for work-related courses is well planned, so that students make good progress over time. Students respond well in lessons and make good progress. The vast majority of students complete their course of study in preparation for the world of work.
- Students have positive attitudes to learning and make good progress overall in their chosen areas of study. There is no disruption to learning and students focus well. They report that they feel safe and that they know how to stay safe when working on computers.
- Many students complete successfully an in-school course in teaching younger pupils, including those with special needs, and go on to teach in one of the school's departments.
- Students apply themselves well to the in the limited range of subjects offered such as art, book keeping, first aid, hairdressing, professional flower arranging and information and communication technology. They are successful in completing courses with good results. Attendance is good and students demonstrate conscientious attitudes to learning. The majority of courses are accredited by external bodies.
- Relationships between students and staff and between students themselves are very positive and staff are conscientious in looking after students.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	100293
Inspection number	462854
DfE registration number	204/6296

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

Type of school	Day
School status	Independent
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	1493
Of which, number on roll in sixth form	135
Number of part time pupils	0
Proprietor	S Low
Chair	W Low
Headteacher	E Katz
Date of previous school inspection	7–8 November 2012
Annual fees (day pupils)	No fees stated, but voluntary contributions are made. Nursery fees - £10,000
Telephone number	07814 042 737

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

Interested in our work? You can subscribe to our website for news, information and updates at <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015