

# Kidgate Primary Academy

Kidgate, Louth, Lincolnshire LN11 9BX

<b>Inspection dates</b>	17–18 May
<b>Overall effectiveness</b>	<b>Outstanding</b>
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

- The headteacher is inspirational. She is highly ambitious and clear-sighted. She has successfully communicated her vision for excellence to everyone at the school. As a result, she has secured rapid improvements.
- The pupils are wonderful ambassadors for their school. They have excellent attitudes to learning. They speak eloquently about their understanding of how to improve their work. As a result, they make sustained and rapid progress across the school in a wide variety of subjects.
- Leaders at all levels, including subject leaders for science, art and history, know how well pupils are achieving in their subjects. As a result, their planning for improvement is focused precisely on what their pupils need to learn next. This means attainment in a wide variety of subjects is excellent.
- Leaders and governors have a very accurate view of the school's strengths. As a result, their work to bring about school improvement is exact and effective.
- Children in the early years settle very quickly into school. The joy of learning, seen everywhere in school, begins at this very early stage. Children make very good progress because adults follow their interests and plan effectively to meet their needs.
- Leaders have ensured all groups of pupils, including disadvantaged pupils, make sustained and rapid progress in all subjects from their starting points. A small gap exists in the attainment of disadvantaged pupils and their peers. Leaders are addressing this vigorously.
- Systems for checking the progress of pupils are varied and rigorous. This means teachers plan for learning in a very effective way. As a result, they meet the needs of pupils very well.
- One pupil said, 'Kidgate is a place where everyone fits in.' Pupils have a mature understanding of how to include others and care for them. Pupils know how important it is to respect others' views and beliefs both in school and in the wider community.
- Pupils' love of learning is clear in the way they apply themselves in lessons. Leaders have developed an exciting and challenging curriculum that stimulates, excites and engages pupils exceptionally well.
- Pupils who have special educational needs or disability are well cared for and challenged to learn. As a result, they make the same rapid progress as their peers.
- Attendance is above the national average. Persistent absence is well below. Pupils want to come to learn.

## **Full report**

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

- Ensure the remaining attainment gaps between disadvantaged pupils and their peers close rapidly.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher is an outstanding leader. She has a well-defined vision for excellence. The results of this are seen in the exceptional ethos of achievement and care in every aspect of the school's life. She is well supported by an aspirational leadership team. All leaders, including the governors, have caught the vision and ensured it is embedded in classrooms, around school and, most importantly, in the hearts and minds of the pupils exceptionally well.
- Systems for checking the quality of pupils' learning are effective and multilayered. Leaders are highly adept at identifying gaps in pupils' learning and acting with urgency to close them through whatever means possible. There is a conviction among leaders that no pupil, whatever their circumstances, will fail to learn and make progress along with their peers. Leaders regularly 'go the extra mile' in a range of situations to secure the attendance, well-being and learning of all pupils. The results of this can be seen in the outstanding progress pupils make, not only in mathematics, reading and writing but also in a wide variety of subjects across the curriculum.
- Leaders of subjects such as art, history and science know their subjects very well. They are as ambitious as their colleagues who lead English and mathematics to improve outcomes for pupils. Subject leaders track the progress of pupils carefully. They are held accountable for pupils' outcomes rigorously. They regularly report to senior leaders and governors about the impact of their work in accelerating the progress of pupils' learning. Around school, in the classrooms and in pupils' books, the high-quality work seen demonstrates their effectiveness in bringing about the identified improvements.
- The headteacher and the deputy headteacher have created a culture of high expectations and meticulous attention to detail. As a result, across the school, every adult knows exactly what is expected of them. In every classroom visited, pupils receive the same messages about working hard, supporting each other and taking responsibility for their work. This is very powerful. Pupils of all ages spoke eloquently about the next steps in learning and their achievements in lessons. This reflects the current school assessment information that shows pupils are achieving exceptionally well in mathematics, reading and writing.
- The headteacher manages the performance of her staff with the same precision as other systems within the school. Teachers receive performance targets appropriate to their career development. Appropriately, more is expected of teachers well into their teaching careers. Performance targets link very closely with whole-school development plans. Teachers spoken with were very clear about how professional development opportunities, working with other schools and one-to-one coaching improved their practice. Newly qualified teachers slot easily into the well-organised systems and receive good-quality support from more experienced colleagues. As a result, the quality of teaching has improved over time and is now outstanding.
- Leaders rigorously and systematically check the impact of the pupil premium funding. The relentless focus on how well disadvantaged pupils are doing has closed many of the attainment gaps between them and their peers. However, some attainment gaps remain. Leaders remain committed to closing the remaining gaps and ensure this priority is highly visible in improvement planning, staff meetings and pupil progress meetings. As a result, disadvantaged pupils make accelerated progress in line with their peers and, in many instances, better progress in order to close any learning gaps in mathematics, reading and writing.
- The special educational needs leader works relentlessly to ensure pupils with additional needs are well provided for. Systems for the identification, tracking and support of pupils who have special educational needs or disability are effective and rigorous. The very strong partnerships with external agencies mean help is found quickly to ensure all have an equal opportunity to experience the full curriculum. As a result, all pupils who have special educational needs or disability make similar progress to their peers in school.
- The exciting and interesting curriculum is a strength of the school. It is clear from pupils' books that they have many opportunities to explore, examine and investigate a wide variety of subjects. Teachers know the skills and subject knowledge pupils need to learn, for example, in history, and apply these successfully to pupils' learning. Across the curriculum, leaders are committed to 'broaden the horizons' of pupils. Pupils receive a wealth of opportunities to learn about, and from, other faith communities. Regular visits to places of worship, such as a mosque in Grimsby, and visitors, such as the local rabbi from the synagogue, enhance pupils' understanding of British culture in all its diversity. The development of pupils' spiritual, moral, social and cultural understanding is woven throughout the curriculum. This is done in such a way that pupils grow and mature in their view of the world around them very well. As a result, by the time they leave, pupils are exceptionally well prepared to join the wider community of their secondary

school.

- The spending of the additional sports funding received from the government is also rigorously tracked by school leaders. The school has increased the number of sports clubs from three clubs in 2013 to 14 clubs in 2016. This has resulted in greater participation by 20% over three years. The number of girls taking part in sport has also increased by 50% over the same period. Increased opportunities to take part in inter-school and town-wide competitions have brought success to the school through trophies in goal ball, swimming and hockey, to name but a few.
- Parents are extremely positive about the school. The vast majority say their children make good progress at the school and believe this is because their children are well taught by the dedicated staff.
- **The governance of the school**
  - Governors exhibit the same exceptional commitment and determination as school leaders to ensure all pupils achieve well. Governors have a deep understanding of the quality of teaching and learning and link this rigorously to the performance of the headteacher and her staff.
  - The governing body knows the strengths of the school exceptionally well. This is because of the thorough systems it has for checking the work of school leaders. The balance of the relationship between the headteacher and the governing body is highly appropriate to ensure the school continues to improve. The professional challenge governors bring makes a significant difference to performance. Governors are truly critical friends.
  - Governors regularly visit the school and check on all aspects of school life. For example, in determining whether the school site is safe, governors check the school accident book to ensure there are no patterns or regular occurrences of injury. Governors act with urgency should they detect any risks.
  - Governors use the many skills they have to track the use of school funding and, alongside the effective business manager, ensure the school remains solvent. The budget is directed appropriately at the needs identified in the school development plan.
- The arrangements for safeguarding are effective. Staff members receive the appropriate training in child protection, in line with their responsibility. Systems for checking the suitability of staff are rigorous and in line with statutory requirements. Leaders keep the records of vulnerable pupils in a chronological and systematic way and attend key inter-agency meetings to keep pupils safe. Leaders are fully aware of the needs of children looked after by the local authority and have systems in place to ensure smooth transition into the school. The pastoral leader and the special educational needs leader meet regularly to check teachers' concerns about vulnerable pupils. They act with urgency when a need arises and are relentless in finding the support from outside agencies; they do not take 'no' for an answer. Governors take their duty to prevent extremism and radicalisation very seriously. They have ensured all staff are fully trained to address these issues.

## Quality of teaching, learning and assessment is outstanding

- Pupils clearly know what their targets for improvement are in mathematics, reading and writing and they own them. As a result, pupils are the leaders of their own learning.
- Pupils have exceptionally detailed knowledge of what they know and can do. They also understand what the next steps in their learning are. For example, a pupil in Year 2 explained to an inspector how he had assessed his own learning in mathematics, explaining how he knew he had understood and what he would do next. His explanation was accurate and knowledgeable. This very powerful learning is seen across the school and plays a large part in why pupils make such excellent progress and attain very well.
- Teachers know their pupils exceptionally well. They make excellent use of the assessment information available to plan learning that meets the needs of different groups of pupils. Teachers skilfully assess the progress of pupils by asking challenging and probing questions. Teachers' well-developed subject knowledge supports them to do this very well. As a result, pupils gain an understanding of skills and knowledge at rapid rates and no one is left behind.
- In line with the school's policy on feedback to pupils, teachers provide incisive and precise feedback during lessons and in the pupils' books. Pupils know exactly what they need to do to improve their learning and, as a result, deepen their understanding.
- The very strong partnerships between the teaching assistants and teachers mean those pupils in what the school refers to as the 'building' phase of their learning receive the appropriate amount of support to grow in confidence. Those 'working with a skill' or 'securing a skill' manage their learning themselves, supported by their fellow pupils as 'tiny teachers'. This is true whether the pupils supported are the most

able or those with special educational needs. For example, in a Year 5 class, a pupil was heard assessing the learning and progress of his peers. When asked his view, the pupil pointed to a fellow pupil and said, 'She has done the best learning today because she didn't know the vocabulary for measuring angles but now she does and she has learned how to measure angles really well.' His tablemates all agreed this was true. He later skilfully recorded his views for his teacher in his mathematics book.

- Teachers offer pupils opportunities to read widely and often. The addition of a new library and an increased selection of different types of reading material have inspired the pupils further. The links between pupils' reading and their development in writing can be clearly seen in their books. Pupils in Year 6, for example, were responding to 'The Lion, the Witch and the Wardrobe' by CS Lewis. With exciting and engaging resources, the teacher skilfully captured the interests of all learners. Pupils supported each other very well. The quality of the writing was exceptional, particularly from the most able of writers. The same attention to detail and thoughtful planning can be seen across the school.
- Teachers ensure the learning opportunities capture the imagination of pupils. The enterprise topics where pupils set up their own businesses and sell their products to their parents are extremely well received by parents and pupils alike. Teachers ensure pupils practise and apply their skills in mathematics, reading and writing in a range of activities. Parents share in the learning through pupils' presentations of their ideas. The impact of this activity can be seen in the high-quality application of mathematical, reading and writing skills across the curriculum.
- Teachers are very adept at seeking advice and support to improve their practice. The more experienced staff support those just beginning in their teaching career. Leaders support this approach and actively seek to provide time to ensure this takes place. This collegiate approach to teaching in this school is having a considerable impact on the quality of learning for the pupils.

## Personal development, behaviour and welfare is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are very proud of their school and their achievements.
- Pupils' attitudes to learning are excellent. They are confident, self-assured learners who understand what is expected of them. Pupils rise to the challenge of the high expectations placed upon them. They are very successful in managing their own attitudes to learning with little or no prompting from teachers or other adults in school.
- Leaders have created a successful learning community where every pupil is known and cared for. Older pupils readily accept responsibility to support younger ones. They take their duties very seriously and understand that they are role models and should set the correct example for others.
- Opportunities to lead, such as being on the school council or managing the library, are treasured. Pupils understand that the decisions they take within these roles have an impact on others' lives. As a result, they are well prepared for future responsibilities whether in secondary school or later in life.
- Adults treat pupils as individuals and value them in their own right. As a result, pupils grow in self-confidence and do likewise to others. Pupils understand that within their school community there will be many different views. The importance of inclusion as a moral principle is threaded throughout assemblies and in personal and social education. A group of Year 6 pupils articulately explained what inclusion meant at their school saying, 'Everyone has a voice.' The reason they explained this so well is that they see it in action as a day-to-day reality in their learning and at play. Adults model acceptance and celebrate difference very well across this school.
- Pupils know how to keep themselves safe. Pupils understand about the challenges of using the internet safely. Older pupils explained effectively how to manage websites or contacts on the internet that caused them concern. Pupils said they felt very safe in their school and their parents agree.
- Pupils spoken with during the inspection had a mature attitude to the subject of bullying. They clearly understood the different forms bullying might take whether that is, for example, cyber bullying, homophobic bullying or verbal bullying. Pupils said that, on occasion, they have heard certain words being used inappropriately. They also said that some pupils might have experienced some bullying while at school, although they stressed this is rare. However, they were very clear that adults do not accept bullying in any form and take a stern view should it happen. All agreed if it occurs it is resolved quickly.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils spoken with during the inspection expressed a deep appreciation of how behaviour is managed at their school. The '3 Ps' (praise, positivity, publicly) and '3 Ds' (discuss, disappointment, discreetly) help pupils make the right decisions with regard to behaviour. One Year 6 pupil told the inspector how much he valued being taken quietly outside his classroom for a discussion if his behaviour was not acceptable. Others in the group heartily agreed with this approach. The opportunities for celebrating and publicly praising pupils are apparent all over the school. Pupils' successes are celebrated and prized. The result of this is pupils' behaviour is self-regulated and orderly.
- Pupils are very keen to come to school because they enjoy it so much. As a result, attendance is well above the national average. Pupils are very rarely persistently absent. If the attendance of a pupil causes leaders a concern, they react with urgency to ensure pupils attend. Leaders keep detailed records for absence and challenge parents appropriately so that pupils' learning is not disrupted.
- Behaviour at playtime and around school is well ordered and calm.

## Outcomes for pupils

## are outstanding

- From their starting points in the early years, pupils make sustained and substantial progress across a range of subjects including mathematics, reading and writing. As a result, pupils gain excellent knowledge, understanding and skills. They are exceptionally well prepared for the next stage in their education.
- All pupils, regardless of their ability, are provided with high levels of challenge. Outcomes across year groups and subjects demonstrate that pupils' attainment is cumulative and consistent across the school. This has resulted in standards that were significantly above the national average at key stage 1 in 2015. In key stage 2, outcomes in 2015 were also above the national average at Level 4 and significantly above the national average at the higher levels in mathematics, reading and writing.
- A high proportion of pupils enter key stage 1 with reading skills typical for their age. As a result of very strong teaching in phonics (letters and the sounds they make) in both Reception and Year 1, the proportion of pupils achieving the expected standards in the Year 1 national phonics test was well above the national average in 2015. All groups of pupils, including the disadvantaged pupils, attain outcomes much higher than their peers nationally.
- The attainment of current pupils in key stage 1 is at least good, with the majority of pupils reaching standards well above those expected for their age in mathematics, reading and writing. From their starting points at the end of early years, pupils make sustained progress in many subjects. Pupils' skills in art and design technology are very well developed. There are striking examples of the use of construction skills that build on those achieved in the early years. Current predictions for the end of key stage 1 in mathematics, reading and writing suggest that the majority of pupils will attain outcomes higher than age-related expectations.
- In key stage 2, pupils continue to build upon the excellent learning from key stage 1. Work in pupils' books in a range of subjects is of high quality. For example, pupils develop an appropriate range of scientific skills to support them in hypothesising and drawing sensible conclusions from their investigations. Pupils maintain the high standards reached in mathematics, reading and writing while working in other subjects. Predictions for the end of key stage 2 this year suggest the high standards reached in previous years will be maintained.
- The progress of all groups of pupils is similar across the school. This is as a result of the rigorous system for checking how well each pupil is doing. Leaders and teachers intervene rapidly when a pupil is not on track to reach their learning targets. This is demonstrated in the pupils' books. There is no difference in the progress of boys and girls, disadvantaged pupils, pupils who have special needs or the most able.
- Attainment gaps in the learning of some disadvantaged pupils are still there in some subjects and in some classes. Leaders are working hard to close these urgently.
- The most able pupils receive high-quality challenge through tasks that extend and deepen their thinking. Current school assessment information shows all the most able pupils are reaching outcomes well above their age-related expectations in mathematics, reading and writing in particular.

## Early years provision

## is outstanding

- The leadership of the early years is outstanding.
- Children start the Reception class very confidently because early years leaders prepare them so well, even before the beginning of their first year in school. Leaders work well with the variety of nurseries and playgroups and with parents to find out about the children. Children have opportunities to visit the school before they begin. Vulnerable children receive extra support to ensure they settle quickly. As a result, before children arrive, leaders know what they have already achieved and can do. This ensures that leaders begin planning learning that precisely meets the needs of every child right from the start and no time is wasted.
- The majority of children enter school with skills and abilities typical for their age in a wide variety of the early learning goals. However, in reading, writing and number, children's skills are generally below those typical for their age.
- Children make at least good and often outstanding progress in all areas of learning. The proportion of children achieving a good level of development from their starting points was above the national average in this measure last year. By the end of Reception, the gaps in attainment in reading, writing and number have closed. The proportion of disadvantaged children achieving a good level of development is above the national average for similar children nationally and closing rapidly to the achievement of other children. As a result, children are very well prepared for the next stage in their education.
- Current assessment information shows outcomes for children this year will be similar to the previous year. However, predictions for the outcomes for the most able children show an increase in the proportions achieving standards well above those typical for their age across the early years curriculum.
- The early years leader has successfully developed the staff team after a period of movement. As a result of her leadership, it is clear that every adult within the Reception class knows exactly what is expected of them and what the school vision is for the early years. Every adult works in harmony with others to track the progress of children. Adults take every opportunity to observe and note children's learning. This assessment information is shared across the whole team. As a result, wherever children are in the setting, those adults present know how to challenge and build on the learning of individual children and so children make accelerated progress.
- Opportunities for learning in the indoor and outdoor classrooms stimulate and engage children well. Children develop their interests and skills with well-chosen, stimulating resources that challenge them at all levels. For example, on arrival, children registered themselves (carefully watched by the adults) and immediately found an engaging reading, writing or mathematical activity that challenged their thinking. Children concentrated exceptionally well and remained on task for some time. Adults skilfully engaged children in conversations about their learning. Every child was on task, sharing their ideas and thinking with each other and helping each other learn.
- Adult-led activities are planned to meet the learning needs of different groups of children. For example, in a mathematics activity about capacity, the most able children were learning about the difference in capacity between different containers while the less able were focused on the vocabulary of 'full', 'half full' and 'empty'. In all these activities, adults questioned the children well to ensure they understood the concept at their own level.
- Children know what is expected of their behaviour. The behaviour in the Reception class is outstanding. Children are thoughtful, considerate and confident to be sociable with visitors as well as each other. During the inspection, every child took part in a dance and movement activity. They remained focused and composed throughout the exciting dance time. When it was over, every child went to their learning group without fuss or disturbing others.
- Adults ensure parents know exactly how well their children are doing through the effective use of an electronic communication system. Parents know immediately what their children are learning through photographs and comments from the adults in school. They are able to contribute to the assessment of their children by adding their own views directly into the learning journals of the children.
- Adults take the safety of children in the early years very seriously. Systems for checking children's health and well-being are closely linked to the whole-school safeguarding systems. Training to ensure adults are fully up to date with the welfare requirements of the early years are undertaken regularly.

## School details

<b>Unique reference number</b>	138637
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10005641

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.

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ben Barber
<b>Headteacher</b>	Tracey Roberts
<b>Telephone number</b>	01507 603636
<b>Website</b>	<a href="http://www.kidgateprimaryacademy.co.uk">www.kidgateprimaryacademy.co.uk</a>
<b>Email address</b>	<a href="mailto:office@kidgateprimary.co.uk">office@kidgateprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Kidgate Primary Academy is larger than the average-sized primary school.
- Nearly all pupils are of White British heritage.
- The proportion of pupils with special educational needs or disability is below average.
- The proportion of pupils supported through a statement or through an education, health and care plan is average.
- The proportion of pupils supported by the pupil premium is average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- Kidgate Primary School converted to become an academy school in September 2012. When its predecessor school, Kidgate Primary School, was last inspected it was judged to be good.
- The school works in partnership with the local authority and is used as a source of support to other local schools.
- The school also works with a wide variety of other schools to develop practice in curriculum development.
- The substantive deputy headteacher is currently absent from school.
- The school meets the current government floor standards, which are the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.



## Information about this inspection

- The inspectors observed 19 parts of lessons, six jointly with the headteacher.
- The inspectors scrutinised a large sample of pupils' work jointly with the headteacher and a further scrutiny was undertaken without the headteacher present. The inspectors also looked at pupils' books while visiting lessons and looked at the work around the school.
- The lead inspector met with the chair and vice-chair of the governing body. An inspector also held a telephone conversation with the school's improvement adviser.
- Meetings were held with the headteacher and the leaders of English and mathematics, history, art and science. A meeting was also held with the early years leader and the pastoral leader. Further meetings were held with curriculum leaders and the physical education and sports leader. The special educational needs leader provided information about provision for pupils who have special educational needs or disability. A further meeting was held with the school business manager.
- The inspectors spoke with pupils during visits to lessons and at lunchtime and playtime. The inspectors also spoke with two groups of pupils more formally. They also took into account the 132 responses to Ofsted's pupil questionnaire.
- The inspectors analysed a large range of school documentation including school performance information on the attainment and progress of pupils, attendance, safeguarding and the checks leaders make on the quality of teaching.
- The views of parents were gathered through the 63 responses to Parent View, Ofsted's online questionnaire, and the 25 responses to Ofsted's free text service. Inspectors also took into account the views of parents in the playground and from the school's own parental questionnaire.
- The views of staff were gathered through meetings during the inspection and through the 32 responses to the staff questionnaire.

## Inspection team

Jan Connor, lead inspector

Julia Wright

Anne White

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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