

# Oasis Academy Parkwood

Plymouth Road, Scunthorpe, Lincolnshire DN17 1SS

<b>Inspection dates</b>	29–30 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The impacts of leaders, governors and the sponsor have been good because they have tackled the issues raised at the earlier inspection and applied strategies that have significantly improved the quality of education the school provides to pupils. The school is improving quickly and securely.
- Pupils' outcomes are good. This is reflected in the fast progress and rapidly rising attainment levels of all groups of pupils in the school. Pupils' achievement is much improved.
- Teaching is good because it has enabled pupils to make up the lost ground in their learning caused by their previous underachievement in all subjects so that many more pupils are now working at their relevant age-related expectations and beyond.
- Most pupils' behaviour is good and they conduct themselves well. Pupils' personal development and welfare is good and their spiritual, moral, social and cultural awareness and skills are well promoted.
- Rates of persistent absence have been halved.
- The quality of the early years provision is good. As a result, children make good progress during their time there and the proportion of children reaching a good level of development is much higher than the national average. This ensures that the children are well prepared for their transition into Year 1.

### It is not yet an outstanding school because

- The school accepts that it needs to tackle more effectively the uneven progress certain groups of pupils in certain subjects and year groups make, and in the early years.
- The impact of the school's improvement strategies are diluted to an extent because some pupils do not attend regularly enough to benefit from them.
- There remains some inconsistency in the impact that teaching and assessment has on pupils' learning across groups and subjects. The degree of challenge, accuracy of modelling and quality of feedback varies.
- There are aspects of the school's engagement with parents and pupils' behaviour which require improvements, alongside some regulatory and procedural fine-tuning.

## Full report

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

- Building on the improvements already secured, further increase the quality, consistency and effectiveness of teaching so that pupils' learning and development is consistently outstanding by:
  - raising the attainment of all pupils, especially disadvantaged pupils and pupils who have special educational needs and/or disabilities so that their outcomes compare favourably with national averages and their peers nationally
  - ironing out the remaining inconsistent impact of teaching on pupils' learning and progress across subjects and groups, especially in the Year 4 and Year 5 classes, so that more pupils make more than expected progress and the within-school and national gaps close further by the end of key stage 2
  - increasing the challenge pupils receive, especially the most able, so that they do not 'coast' in lessons and their good engagement and work ethic is sustained, ensuring that they achieve the highest standards which they are capable of
  - improving the persistent poor behaviour of the small number of pupils who are regularly withdrawn from classes so that they learn and progress more effectively and do not disrupt the learning of others
  - ensuring that staff always model phonics (letters and the sounds that they make) and basic skills delivery effectively so that pupils do not develop misconceptions unnecessarily
  - securing further development of disadvantaged children's personal, social, and emotional development in the early years so that it compared favourably with national averages across the aspects.
  
- Sustain and build on the good impact of leaders, governors and the sponsor in further improving the school's overall effectiveness so that the provision for pupils and their outcomes are outstanding by:
  - embedding the strategies which have proved successful in boosting pupils' academic performance, increasing the impact of teaching, improving the support pupils receive and enhancing the curriculum
  - embedding the consistent use of the school's marking and feedback strategies which are proving effective in helping pupils to understand and implement what they need to do to improve their learning and progress in all subjects
  - addressing the negative perceptions a minority of parents have about the effectiveness of the school's communication with them, how well their concerns are dealt with by the school and how well behaviour is handled, so that relationships between these parents and the school become constructive
  - increasing the overall rate of pupils' attendance so that it is consistently good across all groups of pupils, including girls, disadvantaged pupils and those who have special educational needs and/or disabilities
  - ensuring that all staff adhere to the strict protocols in place regarding the storage and access to medicines
  - eliminating the occasional flare-ups that can occur at social times when pupils become overexuberant.
  
- Making certain that the school's website complies with the Department for Education regulations.

## Inspection judgements

### Effectiveness of leadership and management is good

- The principal was born and raised in the local community and is a former pupil of the school. She has personally experienced the power education has to raise aspirations and transform lives and is passionate about extending that opportunity to every child at the school. To this end, she is creating a 'no excuses' mentality among staff and pupils which is helping them to see that 'anything is possible' with the right attitude, high-quality teaching and excellent support, challenge and guidance.
- Creating this shared ambition among staff and pupils, the relentless implementation of effective strategies and rigorous monitoring and evaluation of their impact and further fine-tuning underpin the significant improvements in pupils' learning and progress and the quality of education the school provides. The principal, governors and the sponsor have transformed the school from being on the brink of failing into a thriving and rapidly improving school. They are well supported by a capable team of senior and middle leaders, and a group of staff who have grown in confidence and effectiveness over time.
- Leadership of teaching, the curriculum and assessment have been first-rate. Providing a range of training and development opportunities, robust performance management and modelling and sharing effective practice have helped to improve the impact of the school's work so that it is now good in all respects. Underpinning all of this is an inclusive and supportive ethos which makes pupils feel safe and secure.
- Leaders know the school's strengths and areas for development and remain ambitious and focused on further improvement. Getting the school to good is seen as a staging post in their quest to becoming an outstanding provider of education. They accept that the momentum created so far needs to be sustained and built upon as there is work to do to make this dream a reality. Nevertheless, they have proven their capacity to improve the school convincingly by addressing the issues identified at the previous inspection.
- The school has made effective use of the pupil premium funding, which has led to a narrowing of the achievement gap between disadvantaged pupils and other pupils nationally. Some of the within-school gaps have also closed. The funding has also helped to improve pupils' attendance and provide wider curriculum opportunities for the targeted pupils and additional social and emotional support where necessary.
- The curriculum has been remodelled to better meet pupils' needs. It is broad and balanced and effectively promotes their learning and development, irrespective of their starting points, and for pupils who have special educational needs and/or disabilities. As a result, pupils are being well prepared for the next stage of their education.
- The curriculum focuses on pupils' mastery of reading, writing and mathematical knowledge, skills and understanding. Pupils also access many other subjects and learning opportunities, which ensures that national curriculum requirements are met. Regular visits, visitors, project-based work, themed weeks and after-school clubs, and a residential trip add to their enjoyment of learning and enrich their experiences further.
- Pupils are well prepared for life in modern Britain because they are taught about the importance of being respectful to other cultures, customs and faiths. Pupils play an active role in decision-making in the school through their role on the academy council and can discuss values such as equality and justice confidently. The school has also established a series of global partnerships including a link with Bangladesh.
- The rich curriculum and additional activities and opportunities outlined above help to promote pupils' spiritual, moral, social and cultural development effectively. As a result, most pupils are reflective, respectful and tolerant and contribute in lots of positive ways to the school and wider community, for example by raising funds for charities, contributing to food banks and visiting the local hospice.
- The school encourages pupils to live healthy lifestyles. The physical education (PE) and sport premium funding is used well to increase pupils' confidence, competence and participation in a range of sport and leisure activities. The specialist coaching pupils receive is helping to improve their PE knowledge and skills.
- The school engages with parents through regular newsletters and by inviting them into school for events such as concerts, consultation evenings and the sports day, which took place on the second day of the inspection. Most parents are positive about the work of the school and leaders. However, some parents feel the school does not ensure that pupils are well behaved and that the school does not communicate well with them or respond well to concerns they have. The parent information website page is incomplete.
- The sponsor has been effective in supporting the school to improve. The alliances developed with Oasis Academy Limeside and Oasis Academy Henderson Avenue have also proved beneficial. The local authority has also worked effectively with Oasis Academy Parkwood to support the school's improvement.

## ■ The governance of the school

- Governors carry out their duties effectively, ensuring that statutory requirements are generally met and that the school is financially solvent. Governors have a range of suitable skills which help them to strategically support, monitor and evaluate the effectiveness of the school's leadership. Scrutiny of academy council documents indicate that governors ask leaders searching questions about the school's effectiveness. They know the school well and talk authoritatively about how the school is performing in key areas, such as the use of pupil premium and PE and sport funding. Governors understand how the performance of teachers is managed, which is linked directly to pay, and is derived directly from the school's identified priorities for improvement alongside role-specific targets. However, the school website is not fully compliant with the Department for Education regulations.
- Safeguarding arrangements are generally effective. Leaders have robust systems and ensure that staff are trained to use them. School records show that staff are vigilant and follow through any concerns arising.

## Quality of teaching, learning and assessment is good

- It is clear from inspectors' observation of pupils' learning, scrutiny of pupils' work and their assessment information, as well as discussions with pupils about their knowledge, understanding and skills, that the impact of teaching and assessment on pupils' learning in reading, writing and mathematics and other subjects is good. This is the case for all pupils, including those who need extra support to catch up.
- The good impact of teaching over time is also reflected in the accelerated progress pupils currently in the school are making. This greater impact has been underpinned by the high-quality training, mentoring and coaching that staff have had, which has increased their confidence and competence enormously.
- Expectations of what pupils are capable of are mostly high and the teaching in the school caters well for the needs of the various pupil groups at the school, including disadvantaged pupils, the most able and pupils who have special educational needs and/or disabilities, so that they are generally stimulated and appropriately stretched.
- Questioning is used effectively to evaluate pupils' deeper understanding. Pupils enjoy being tested and relish the progressively challenging activities that staff provide. These help pupils to consolidate and master key knowledge skills and understanding across subjects.
- The teaching of mathematics is mostly effective. As a result, pupils are becoming increasingly competent in applying their reasoning skills when solving more complex mathematical problems.
- The impact of literacy teaching is good and the quality of pupils' writing, spelling, punctuation and grammar has improved greatly since the previous inspection as a result of the systematic approach the school has adopted. There is room for further improvement in pupils' presentation of work on occasion.
- The school has developed a coherent assessment and tracking system which enables staff to evaluate pupils' progress and quickly identify and intervene to support pupils who are not making the necessary accelerated progress required to close any gaps between their attainment and age-related expectations.
- Most staff adhere closely to the school's marking and feedback policy and pupils generally know how well they are doing and receive helpful guidance on how they can improve their learning and progress further.
- The school has taken effective steps to ensure that teaching assistants are clear about the learning intended for each lesson and that they make an effective contribution to supporting pupils to make good progress.
- Staff accept that the most able pupils can sometimes 'coast' rather than show a real thirst for learning, and that other pupils occasionally become distracted when they find the work either too easy or tedious.
- Staff recognise that very occasionally they can make basic errors in their own pronunciation, grammar and punctuation, which can lead to misconceptions in pupils' knowledge and understanding.
- A number of changes in staffing have adversely affected the continuity of learning in the Year 4 class.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Pupils are becoming increasingly confident, resilient and ambitious as a result of the school's effective promotion of their physical, social and emotional well-being. They take on leadership readily, proudly represent the school in sport and display care and compassion by supporting a range of charities and

good causes. They recently demonstrated their patriotism by writing to the Queen to congratulate her on her 90th birthday and were rewarded with a reply from one of her ladies in waiting, thanking them.

- The school has created a caring and mutually supportive ethos in which pupils, including those deemed more vulnerable, such as disadvantaged pupils and those who have special educational needs and/or disabilities feel secure.
- The school's use of the Early Prevention Unit and their own nurture provision are also helping to ensure that some of the school's most vulnerable pupils receive the specialist social and emotional support they need to help them get back on track before they are reintegrated into their classes.
- Pupils know how to stay safe in and out of school and online. Pupils have had 'Prevent' training and know the dangers of being radicalised or holding extreme views.
- The school understand that safety precautions regarding the storage and access to medicines should always be adhered to avoid any issues, without exception.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils' behaviour during the inspection was good overall. Most pupils arrive at school promptly and with very positive attitudes to learning. Pupils generally personify the nine Oasis habits such as exercising self-control, being considerate and showing patience. They are a credit to themselves and their parents.
- Staff have high expectations for behaviour and apply the school's policy consistently. As a result, pupils' behaviour is generally well managed and most lessons and social times proceed without incident.
- Staff and pupils get along well and this contributes to an orderly yet relaxed atmosphere in the school.
- Pupils say that behaviour has improved considerably since the previous inspection and is largely good and that bullying and poor behaviour are rare, and that when it occurs staff deal swiftly and effectively with it. This view is supported by school records, which show that the number of fixed-term exclusions and pupil withdrawals from lessons for inappropriate behaviour has reduced significantly over time.
- The school has successfully reduced the number of pupils who are persistently absent.
- A minority of parents expressed concerns about how well the school ensures that pupils' behaviour is good. Inspectors found that a very small number of pupils are regularly withdrawn from lessons due to their inappropriate behaviour. Inspectors also found that occasionally pupils lapse into off-task behaviour. This is usually linked to less challenging or engaging work. Similarly, records show that during social times tempers occasionally flare, especially during football games.
- The school recognises that it must improve the attendance of disadvantaged pupils, girls and pupils who have special educational needs and/or disabilities to the good level of attendance of other pupils in the school.

### **Outcomes for pupils**

### **are good**

- Outcomes for pupils are now good because since the previous inspection there has been substantial and sustained improvement in all pupils' outcomes. This is reflected in official published data, the school's own tracking information, which inspectors have deemed credible and reliable, and the evidence inspectors collected and evaluated during the inspection.
- Pupils' progress since the previous inspection has been rapid when set against their starting points, which were invariably low. This is evident from the work in pupils' books and the massive increase in the numbers of pupils currently in the school who are working at age-related expectations or their accelerated progress targets. This is the case for all groups of pupils, including the most able, pupils who have special educational needs and/or disabilities and disadvantaged pupils, in reading, writing, mathematics and other subjects.
- Attainment and progress gaps between disadvantaged pupils and non-disadvantaged pupils nationally have closed significantly since the previous inspection. Certain within-school gaps have also narrowed.
- Pupils' reading confidence, comprehension and fluency have improved significantly because of the school's effective strategies, which are encouraging pupils to read more widely and more often and with greater accuracy and understanding. Pupils' attainment in the Year 1 phonics screening check has risen year on year since the previous inspection and was higher than national averages in 2014 and 2015.
- Pupils' grammar, punctuation and spelling skills are also improving quickly, as a result of the school's effective strategies, particularly in ensuring that pupils who need to catch up as a result of their prior low achievement do so. There has also been an increase in the number of the most able pupils reaching the higher levels they are capable of. The Early Prevention Unit the school occasionally refers pupils to has a

positive effect on pupils' subsequent academic progress when they return to school. Collectively, this means that the majority of pupils are being well prepared for the next stage of their education.

- The within-school gap between disadvantaged pupils and non-disadvantaged pupils has widened in reading and mathematics. This is not due to a decline in the performance of disadvantaged pupils but because non-disadvantaged pupils' performance has improved at a faster rate.
- Attainment is not yet high but it is showing consistent improvement. The school also accepts that there is more work to do to increase the numbers of pupils who make more than expected progress over time and to further raise pupils' attainment so that it consistently compares favourably to national averages.
- Outcomes in the Year 4 class lag behind those in other classes. There are also some variations in the amount of the progress that boys, disadvantaged pupils, pupils who have special educational needs and/or disabilities, and the most able make across year groups and within subjects, which needs tackling.

## Early years provision

is good

- Early years provision is good because most children enter the early years with knowledge, language and skills below those expected for their age. They settle quickly and thrive in the well-organised, vibrant and caring Nursery and Reception classes. By the time children leave the early years, their skills, language and dispositions have improved greatly in each of the areas of learning. This represents good progress from their starting points and the high-quality learning and development that staff promote is a credit to them.
- Outcomes are good. The proportion of children achieving a good level of development has risen sharply over time and now exceeds the national average. This is true for all groups of children, including those who have special educational needs and/or disabilities and disadvantaged children. As a result, children make a good start to their education and they are well prepared to make a successful transition into Year 1.
- Leaders have applied a range of highly effective strategies that have transformed the effectiveness and quality of the provision, and helped to ensure that children make rapid and sustained progress. Leaders' positive impact since the previous inspection demonstrates their capacity to secure further improvements.
- The quality of provision is good. Staff are responsive to children's needs, showing a high level of care and consideration which helps children to feel secure. Children enjoy their learning and flourish, which is shown by their good personal development and their happy and confident demeanours. The school has invested heavily in equipment, resources and staffing since the previous inspection, with a focus on weaving phonics, numeracy and other subjects throughout the curriculum. This has resulted in interesting, varied and thoughtfully-planned indoor and outdoor spaces with provision for all areas of learning prominent. Different zones encourage children to use their imaginations, problem-solve, design, construct, read, write, spell, speak, draw, share, make decisions and concentrate, which they do readily.
- The impact of teaching is good, which is illustrated by children's effective development as they move through the early years foundation stage, and their readiness for Year 1. Teachers' lively and interactive approach helped to secure children's engagement and capture their imagination. Children responded well to progressively challenging activities and persevered when the solution was not immediately apparent.
- Children's behaviour is good. Children concentrate for sustained periods and work independently, in pairs and in groups, without issue. Disruption is rare and well managed by staff when it occurs.
- Additional funding to support disadvantaged children has accelerated their learning and progress. In 2015, more disadvantaged children at the school reached a good level of development than non-disadvantaged children. They also outperformed disadvantaged children in other schools nationally.
- Child protection and safeguarding arrangements are comprehensive and there are no breaches in welfare arrangements. Staff ensure that children are kept safe and know how to stay safe.
- Staff have built positive relationships with parents, who are encouraged to support their child's learning.
- Staff have developed a reliable assessment system which helps them to evaluate how well children are doing, but there is some variation in the use of the school's marking and feedback policy across classes.
- Staff afford children a high degree of care and support which meets their social and emotional needs well. However, there is room for further development of disadvantaged children's personal, social, and emotional development as it does not compare favourably with national averages across all aspects.

## School details

<b>Unique reference number</b>	139025
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10012084

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	339
<b>Appropriate authority</b>	The academy council
<b>Chair</b>	Kevin Rowlands
<b>Headteacher/Principal/Teacher in charge</b>	Tracey Norriss
<b>Telephone number</b>	01724 861072
<b>Website</b>	<a href="http://www.oasisacademyparkwood.org">www.oasisacademyparkwood.org</a>
<b>Email address</b>	<a href="mailto:info@oasisparkwood.org">info@oasisparkwood.org</a>
<b>Date of previous inspection</b>	7–8 May 2014

## Information about this school

- The school converted to become a sponsored academy in December 2012. It is part of the Oasis Community Learning Trust.
- The number of pupils on roll at the school is above average for primary schools.
- Children attend part time in the Nursery and full time in the Reception classes.
- Most pupils are of White British heritage. The remaining small numbers of pupils originate from a range of minority ethnic heritages.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional government funding for children looked after and pupils known to be eligible for free school meals. These pupils are also known as disadvantaged pupils.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The school occasionally refers pupils to the Early Prevention Unit, which is an alternative provision that caters for pupils with particular social, emotional and/or mental health needs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- A greater proportion of pupils than nationally join or leave the school at other than the expected times.
- The school manages its own breakfast club and offers a range of after-school activities.
- The school has established reciprocal working relationships with Oasis Academy Limeside, which is a teaching school, and Oasis Academy Henderson Avenue.
- The school's website does not comply with the Department for Education statutory requirements. This is because it does not identify what impact pupil premium funding had on the educational attainment of those pupils at the school in respect of whom grant funding was allocated in 2014/15. In addition, the website did not contain the required evaluation of the impact of special educational needs provision. It was not clear from the special educational needs policy whether it had taken full account of the latest legislation, guidance and advice because it was not dated.

## Information about this inspection

- Inspectors observed learning in 11 of the 12 classes on day one of the inspection and visited each of the 12 classes on day two. Inspectors conducted seven of these observations jointly with the school's leaders.
- Inspectors listened to a range of pupils read from several year groups, saw staff delivering sessions to develop and improve the literacy and numeracy skills of targeted pupils and scrutinised the work in pupils' books both alongside school leaders and independently.
- Inspectors attended a whole-school assembly, observed the school's breakfast club and visited the school's nurture room, which provides social and emotional support for the small numbers of pupils temporarily removed from their classes due to their disruptive behaviour.
- Inspectors observed pupils' behaviour in lessons and during breaktimes and at lunchtime.
- Inspectors talked informally to pupils in lessons and around the school and held formal meetings with pupils from across key stage 1 and key stage 2.
- Inspectors held discussions with the principal, other senior leaders, subject leaders and class teachers. Inspectors also met with the chairperson of the academy council and the regional academy director from the trust. Telephone discussions were held with the head of school effectiveness from the local authority and the school's school improvement partner. Inspectors also discussed the arrangements for pupils referred to the Early Prevention Unit.
- Inspectors scrutinised a range of documentation, including the school's evaluation of its performance, school improvement planning, documents monitoring the effectiveness of teaching and learning, minutes of academy council meetings, the school's policies and documentation relating to safeguarding, behaviour, attendance, assessment procedures and curriculum arrangements.
- Inspectors observed and spoke to a recently qualified teacher about their experiences and assessed the quality of support and professional development put in place for them by the school.
- Inspectors took into account the views of parents at the start and end of the day, in addition to 54 responses to Ofsted's online questionnaire, Parent View, and 100 responses to the school's parent survey.
- Inspectors took into account the 26 responses to Ofsted's online staff questionnaire. A technical issue meant there were no recorded responses to Ofsted's online pupil questionnaire.

## Inspection team

John Young, lead inspector	Senior Her Majesty's Inspector
Maria Butler	Ofsted Inspector
Juliet Demster	Ofsted Inspector
Lyn Kenworthy	Ofsted Inspector

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