

Iceni Academy

Stoke Road, Methwold, Thetford, Norfolk IP26 4PE

Inspection dates	6–7 July 2016
Overall effectiveness	Good
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
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Over the last three years, the courageous and determined leadership of the principal, ably supported by the senior vice-principal, has driven substantial improvement in all areas of the school.
- The achievement of pupils has risen sharply and is now above average.
- The culture of the school is one where relationships between pupils, and between staff and pupils, are very positive and constructive. Pupils feel safe, are polite, well-mannered and cooperate well with one another. Behaviour is usually good in lessons and at breaktimes.
- Pupils' spiritual, moral, social and cultural development is very strong. Pupils are tolerant of people from other cultures and with different lifestyles.
- Leaders at all levels demonstrate an ability to get things done, for example good-quality training for teachers has led to a sharp increase in the quality of teaching and learning.
- The positive impact of governance is found in the school's recent improvement and the challenge governors provide to leaders.
- Across the school, pupils' personal development is outstanding. Pupils are great ambassadors for the school, as demonstrated through high levels of volunteering.
- The leadership of the primary phase is highly effective. As a result, standards have risen. This year, key stage 2 attainment is in line with the national average.

It is not yet an outstanding school because

- The sixth form requires improvement. Actions taken to improve the school have had less impact in the sixth form than in other key stages.
- The primary and secondary phases are not seen as part of one school by parents or pupils. Some policies apply to one site and are inappropriate for the other.
- Assessment is not fully developed. In the primary phase, the assessment of pupils' progress in subjects other than English and mathematics is underdeveloped. In the secondary phase, pupils do not always understand what they need to do to improve their work.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of education in the sixth form by ensuring that:
 - when the sixth form re-opens, courses offered are matched well to the needs, interests and abilities of potential students
 - Year 13 students, from September 2016, are fully challenged and supported to reach their full potential in the courses on which they have already begun.

- Develop the extent to which the whole school operates as one school, by ensuring that:
 - all policies and procedures are relevant to all pupils and students
 - the school's website reflects both its primary and secondary provision equally
 - staff and pupils on both sites see themselves as part of the same community
 - parents, whichever site their child attends, feel that they are part of the Iceni School as a whole rather than part of a separate school.

- Further improve assessment by:
 - ensuring that in the secondary phase, all teachers are not only following the school's marking and assessment policy consistently, but that pupils understand it fully, so that pupils of all abilities can improve their work
 - ensuring in the primary phase that the monitoring of pupils' progress is as rigorous in all subjects as it is in English and mathematics.

Inspection judgements

Effectiveness of leadership and management is good

- The governors and the principal share a vision for all pupils in the school to achieve as well as they possibly can. In order to realise this vision, the principal has taken tough and sometimes unpopular actions. There is now a clear culture of raising pupils' aspirations. Governors and leaders have a firm understanding of the school's strengths and areas for further development. They are assisted in this by the findings of external reviews of the school's performance carried out by the academy trust.
- School leaders are ambitious. They want the school to become outstanding and they are doing the right things to achieve this.
- Teaching has improved sharply because of effective leadership and management. There is rigorous performance management and professional development that are valued by staff and have resulted in positive change. Teachers' progress up the salary scale is linked to their performance.
- Most parents recognise the improvements in the school. Responses to Ofsted's online parent questionnaire, Parent View, were mostly positive. Examples included: 'The school has turned around in the last three years. My son regularly comments about how his teachers challenge him to do better. He thoroughly enjoys his time at the high school. Academic checks and parents' evenings show he is making real progress.' Another parent told inspectors, 'In the last year the school has improved in all areas. The amount of communication coming from school has doubled, my children are enjoying their lessons and the teachers' attitudes towards the pupils are a lot more positive.'
- There has been some resistance to changes made in the school among the local community and a small minority of parents expressed concerns to inspectors about the school's leadership. Inspectors investigated their concerns and while in no way dismissing their criticisms, found that the overwhelming weight of evidence was positive, and concerns regarding leadership were not well founded.
- The primary phase is headed very effectively by the assistant principal. She knows every pupil by name and considers each child's needs individually. The assistant principal has a very clear vision and is highly committed to ensuring that all pupils are provided with an education that enables them to achieve as well as they can. As a result, pupils are happy and behave extremely well, and the quality of teaching and outcomes for pupils are both good and improving.
- The leaders of subjects in the primary phase are knowledgeable and well informed. They have a good understanding of the school's strengths and areas for development. They carry out an appropriate range of monitoring activities and ensure that areas for development are followed up so the quality of teaching continues to improve.
- Across the school, senior leaders have developed effective systems to track pupils' progress and improve teaching. Senior leaders monitor the work of subject leaders. Middle leaders in turn have a good understanding of the quality of provision in their area of responsibility. All staff are now accountable for the effectiveness of their work. Extra support has been provided for subjects that have been relatively less successful than others in the past. As a result, achievement has risen and is becoming more consistent across subjects.
- The promotion of respect and tolerance is embedded in the life of the school. Pupils are given many opportunities to develop their spiritual, moral, social and cultural understanding through a range of activities, such as sport, music and art. During the inspection, 90 pupils were engaged in community projects, including free car washing and tending the local graveyard. Such volunteering promoted their moral and social development well. Other pupils were away from the school on visits to other European countries, developing their cultural awareness. The school promotes fundamental British values well, for example sixth-form students who follow the 'Futsal' scheme run by Norwich City Football Club are engaged in the 'kick racism out of football' campaign.
- The curriculum is broad and balanced in both the primary and secondary phases. In the primary phase, a wide range of subjects are taught, ensuring a broad and balanced curriculum. For example, at different times, pupils learn German and French. Procedures to track the progress of pupils in subjects other than English and mathematics are not fully established.
- In the secondary phase, humanities subjects are increasingly popular and modern foreign languages are building in popularity from a low base. As a result, the proportion of pupils achieving the EBacc (the group of subjects favoured by the government) is increasing, but is still low. A wide range of GCSEs are offered that meet the needs and interests of pupils. Some parents praised the way senior leaders go out of their way to ensure that their children were able to take their chosen subjects.
- Resources are deployed well to give pupils equal opportunities to succeed, including, for example, the

effective use of the primary physical education (PE) and sports premium. School leaders make effective use of the pupil premium funding to improve the progress of pupils entitled to additional support. Leaders are aware that while the progress of disadvantaged pupils has improved in the secondary phase, the gap between their progress and that of other pupils is not closing quickly enough, and have rightly identified this as a priority.

- The sponsor has helped governors to secure highly effective leadership. This has had the greatest impact on the school's improvement. It monitors and challenges the school's performance, brings together subject leaders from different schools for further training and has added a degree of robustness to the school's predictions of pupils' performance by arranging some external moderation.
- **The governance of the school**
 - The governing body provides a shared vision and high level of challenge to senior leaders. It sees itself as the parents' champion.
 - Icen School became an 'all-through school', providing education for pupils from Reception Year to Year 13, some years ago. The governing body reviews all policies regularly, ensuring that they are up to date, comprehensive and well informed. However, governors have not ensured that policy and practice are consistent across the two sites. For example, the school's behaviour policy reflects what happens on the secondary site but not the practice on the primary site. Similarly, the school's website focuses heavily on providing information on its secondary provision, but gives little information for the parents of primary-aged pupils.
 - Governors check that the use of additional funding, for example to support disadvantaged pupils through the pupil premium grant, is used effectively.
 - Governors scrutinise the arrangements for the management of teachers' performance diligently, including challenging the decisions of senior leaders regarding pay progression for staff.
- The arrangements for safeguarding are effective. There is a highly effective focus on keeping pupils safe. Leaders and governors ensure that procedures, policies and recruitment arrangements are fully compliant with legislation and that staff are well trained in understanding their responsibilities.

Quality of teaching, learning and assessment is good

- The quality of teaching has risen sharply and is now good. Pupils engage very well in their work. Praise is used well by staff to motivate and encourage pupils. Teachers use their time effectively to demonstrate how to do new tasks and activities that build on pupils' prior learning.
- Pupils collaborate very effectively in small groups and teams. During the inspection, pupils worked well across different age groups and abilities. This leads to pupils supporting each other and helping each other to make progress.
- Lessons are planned well. Teachers have a 'planning for progress sheet' for each class to record individualised notes on each pupil in need of additional learning or behaviour support.
- The use of all adults who support pupils' learning is well managed. Inspectors observed these staff teaching pupils new skills, such as creating furniture, or learning to play new sports.
- Questioning is used effectively to deepen pupils' understanding and improve the progress they make. Teachers direct questions at individual pupils well, and ensure that questions are pitched at the right level of difficulty for lower attaining and most able pupils.
- Homework is generally set and marked regularly. Three quarters of parents responding to Parent View agreed or strongly agreed that homework is set appropriately. Pupils agreed but feel that, sometimes in key stage 3, homework is not set consistently and when it is it 'comes all at once'.
- Teachers are clear that, whatever their subject specialism, they are all teachers of English. There is a strong emphasis on promoting literacy across the school. For example, leaders identified that a lack of literacy skills was a particular barrier to pupils' success in GCSE PE. Therefore, additional literacy lessons, some taught by the principal, were put in place for the current group of Year 11 PE pupils. Numeracy is developed in a more narrow set of subjects.
- Some parents were concerned that the impact of teachers leaving the school has left their child without good teaching. School leaders acknowledge that, in a small minority of cases, teaching is not as effective as it should be. Leaders have worked hard to ensure that there is a full complement of well-qualified specialist staff. They support and challenge the small number of teachers whose impact is less than good.
- In the primary phase, teachers and teaching assistants work closely together and the site is a happy and harmonious place to learn and to work. Relationships between staff and pupils are notably strong. Pupils trust their teachers and this means that they are not afraid to make mistakes because they feel safe and

because they know that making mistakes is one of the ways people learn.

- Phonics (letters and the sounds that they make) is taught well overall. Teachers encourage pupils to use their phonics skills to sound out unfamiliar words in order to read them and to break words down into their separate sounds in order to spell them.
- Assessment of pupils' literacy and numeracy skills has developed well since the last inspection. Teachers understand these procedures. They are reviewed regularly to ensure that they are fit for purpose. Teachers have been provided with plentiful opportunities to check their assessments against those made by teachers in other schools. This has ensured that assessment has become increasingly reliable and robust.
- Marking is helpful to pupils in telling them how well they have done and what they need to do to improve further. Teachers identify next steps, and pupils are given time to respond. However, lower-ability pupils sometimes do not understand what they need to do because they do not always understand the teachers' comments.
- In the primary phase, assessment in subjects other than English and mathematics is less well developed. This means that, while there is a broad curriculum, leaders are unable to illustrate that pupils make good progress across all subjects and year groups.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils on the primary site are taught how to keep themselves safe in a range of situations. They know what bullying is and the different forms that it can take. Pupils have been taught to 'talk to an adult you trust' if they experience or witness bullying, or have concerns of any sort. They have absolute faith in staff's ability and willingness to sort out any situations that may arise. As a result, pupils feel very safe when they are at school.
- Older pupils in key stage 2 have been given first-aid training. They know how to put an injured person into the recovery position and how to give cardio-pulmonary resuscitation (CPR).
- In the primary phase, pupils love their school and in discussions with inspectors struggled to think of any changes they would make to improve it. One pupil commented that 'the only bad thing is that you have to leave'. Parents expressed similarly high levels of satisfaction with the provision on the primary site.
- Primary pupils understand that all people are different but that everyone is equally valuable. They are taught to be tolerant and respectful. Initiatives such as 'LGBT week' (lesbian, gay, bisexual and transgender) provide pupils with a greater depth of awareness and understanding of the people that make up modern British society. When discussing what they would do if they heard the word 'gay' used as an insult, a pupil commented that they would say 'That's not an insult, that's a way of life.'
- This excellent work continues in the secondary phase. The personal qualities pupils develop make an excellent contribution to their good progress and social achievement.
- Pupils understand very well how to stay safe at school and beyond. They are taught how to remain safe when using the internet and mobile phones. They understand and have great confidence in the school's ability to prevent bullying, discrimination or extremism. Inspectors checked that concerns are followed up thoroughly. One parental response commented, 'My daughter came home and said – thank you mummy for choosing the best high school for me – I love it there. For her to say this after only two weeks is amazing.'
- Pupils understand how to adopt healthy lifestyles, through subjects such as food technology and PE. Inspectors observed pupils constructing and cooking vegetarian dishes following a visit to a local factory, before returning to the factory to present their ideas. This incorporated business links and enterprise education to enhance pupils' learning.
- There are very effective transition arrangements for pupils in local primary schools, allowing those who join in Year 7 to make a good start.
- The needs and academic progress of the small number of pupils who are in the care of the local authority are monitored rigorously. They make similar progress to other pupils.
- Pupils have many rich opportunities for their personal development through activities and trips. The school ensures that funding is available to enable disadvantaged pupils to participate in these trips along with their peers.
- Careers advice and guidance is generally strong and prepares pupils well for working life or future education and training choices. Pupils have access to an external careers advisor. At key stage 4, the

Certificate in Preparation for Working Life brings a potentially excellent level of coherence to their education for enterprise and employability. Work experience has been reintroduced, but is currently voluntary and involves missing out on trips during curriculum enhancement week. The school recognises that this is an area for further development in both key stage 4 and in the sixth form.

Behaviour

- The behaviour of pupils is good.
- Pupils behave extremely well on the primary site, both during lessons and around school. They understand what the rules are, and what the consequences are of breaking them. Pupils told inspectors that when discussing the behaviour procedures, 'You don't want to get on red'.
- On the secondary site, the behaviour observed during the inspection was impeccable. Behaviour in lessons was excellent. As a result, inspectors did not observe staff needing to apply the behaviour policy. Over the last three years there has been a marked reduction in low-level disruption. However, pupils and a few parents told inspectors that some lessons are disrupted and not all staff apply the behaviour policy consistently.
- Pupils get on really well during break and lunchtimes. Senior leaders are a reassuring but unobtrusive presence at these times. During the inspection, pupils boarding the many buses taking them home was managed very well, keeping pupils safe.
- Exclusions have reduced and are now below the national average. Disadvantaged pupils and pupils who have special educational needs and/or disabilities are over-represented as a proportion of those excluded, but due to the actions of staff to make improvements, this is falling.
- Attendance has improved and is now close to the national average.

Outcomes for pupils

are good

- Pupils make good progress in learning phonics. The proportion reaching the expected level in the Year 1 phonics screening check this year was similar to the national average.
- Pupils continue to make good progress through key stages 1 and 2. In 2015, under the previous assessment system, the overall attainment of pupils was below the national average. This year, under the new assessment system, pupils' overall attainment is similar to what is expected to be the national average. Scrutiny of pupils' exercise books confirmed that, currently, primary pupils are making good progress throughout the school.
- Music is taught particularly well on the primary site. Pupils show a clear love of music. They are confident and keen to perform. During the inspection, Years 5 and 6 pupils played extremely competently as a steel band, demonstrating a range of musical skills notably above those commonly found in pupils of their age.
- There has been a sharp improvement in GCSE results. In September 2015, the proportion of pupils gaining five GCSE passes at grades A* to C, including English and mathematics, was equal to the national average. Pupils did particularly well in mathematics. Some of the school's information on how well pupils are currently doing has been checked by another school and, also, some coursework has already been validated. This shows a further rise in the proportion of pupils gaining five GCSE passes at grades A* to C this year, despite their lower starting points. This is partly because pupils' attainment in English is improving to catch up with mathematics and partly because of substantial improvement in previously poorly performing subjects.
- The 2015 results showed that pupils had made very strong progress in mathematics from key stage 2 to key stage 4. The school's current monitoring information indicates that progress in English is now also strong. Scrutiny of pupils' exercise books confirms that, currently, secondary pupils are making good progress across a range of subjects.
- The small number of pupils who have special educational needs and/or disabilities made less progress than other pupils in 2015. School assessment information shows this is likely to be the case again in 2016. Inspectors investigated this and found that, currently, over half of this group are making good progress and that there are genuine barriers affecting the progress of the other pupils, which the school is working hard to overcome.
- A small number of disadvantaged pupils made less progress than other pupils in 2015. Currently, the progress of disadvantaged pupils is improving. They are now making expected progress. The gap between their attainment and that of other pupils is closing, but the school recognises that it is not doing so quickly enough.
- The Year 7 catch-up premium is used effectively to provide additional one-to-one support for English and mathematics, providing a lunchtime library club and resources to accelerate-pupils' reading. The impact of

this is that pupils entitled to this funding are making at least expected progress.

- In the past, most able pupils have not made enough progress. Senior leaders have taken action to improve this. Their monitoring shows that this is leading to improvement this year. As pupils were engaged in organised trips or events during the inspection, there were very few opportunities for inspectors to investigate this fully. However, evidence from discussions with most-able pupils, and inspectors' scrutiny of their exercise books, indicated that these pupils now receive much better challenge and are making better progress.

Early years provision

is good

- Children typically join the Reception Year with skills and abilities that are slightly below those typical of their age. They make good progress. The proportion achieving a good level of development by the end of the Reception Year is well above average.
- The early years team works well together and all staff understand their roles fully. The quality of teaching is good. Staff know each child very well. This means they are able to provide teaching and activities that meet the needs of each child.
- Phonics is taught well. Children make good progress in learning to read and write. For example, during the inspection children were able to write simple sentences, such as 'Turn of the lights' and 'Do not scream' with minimal support and encouragement. This confirmed that children could spell words correctly or write incorrect spellings where the meaning remains clear.
- The assistant principal provides strong leadership in the early years. She has an excellent understanding of how young children learn and uses this well to ensure that the provision continues to develop and improve. Staff take full advantage of the professional development opportunities offered by the sponsor such as their recent attendance at national early years training.
- The children behave well and follow the rules that they have been taught. They cooperate well and enjoy working and playing together. The early years staff apply the school's safeguarding policy and they ensure that children feel and are kept safe.

16 to 19 study programmes

require improvement

- The sixth form has improved this year, but is not yet good. The principal and new sixth-form leader have developed an improving culture of high expectations. Leaders are providing 16 to 19 study programmes that have improved significantly and now meet most of the requirements well. For example, the small number of students who have not yet achieved at least a C grade GCSE in English and mathematics make progress and are successful in gaining a grade C.
- Preparation for students' next steps is good and all current Year 13 students have a realistic destination plan for work, training or university. Work experience for Year 12 students is encouraged, but is not taken up by everyone.
- Leaders have been unable to resolve fully the area for improvement from the last inspection, and provide a range of courses that better meet the needs and abilities of students choosing to join this sixth form. As a result, outcomes in the sixth form remain below average.
- The curriculum is in a state of transition while leaders and governors introduce radical changes to what it provides. Given the small number of applications for places in September 2016, the school has decided not to recruit to Year 12 except for those following the level 3 BTEC football course. Leaders are working with the school sponsor to develop the sixth form and provide a full curriculum in September 2017 that is matched well to the needs, abilities and interests of 16 to 19 students in the area.
- The quality of teaching and learning has improved as systems developed in the main school have spread to the sixth form. This has not yet led to students making good progress across all their study programmes. Where possible, underachievement is identified and intervention for these students is put in place to deal with it as quickly as possible. Information about students' progress is now rigorously analysed to ensure that any potential underachievement is identified quickly.
- The collaboration with Norwich City Football Club is a valuable feature of 16 to 19 provision. Students are very positive about the course. The first set of results are due this summer.
- Students receive effective information, advice and guidance about higher education and future careers. The financial education qualification provided for them plays an important role in preparing students for life in modern Britain.

School details

Unique reference number	139058
Local authority	Norfolk
Inspection number	10019624

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	740
Of which, number on roll in 16 to 19 study programmes	65
Appropriate authority	The governing body
Chair	Mr Bob Muir
Headteacher/Principal	Gee Cook
Telephone number	01366 728333
Website	www.iceniacademy.org.uk
Email address	office@iceniacademy.org.uk
Date of previous inspection	24–25 September 2014

Information about this school

- Hockwold Primary School and Methwold High School formally amalgamated in September 2011 and became an all-through academy in January 2013. The school is based on two separate sites which are six miles apart.
- The school is sponsored by the Academy Transformation Trust.
- The sixth form is small and most students enter from key stage 4 at the school. An assistant principal was given responsibility for the sixth form in September 2014.
- Both the primary and the secondary phases are smaller than average-sized schools of these types.
- The school serves the largest rural catchment in Norfolk.
- The very large majority of pupils are of White British heritage.
- A small number of sixth-form students are educated away from the school in the 'Futsal' scheme run by Norwich City Football Club.
- The proportion of pupils who have special educational needs and/or disabilities and the proportion supported through a statement of special educational needs or the new education, health and care plan is above average. However, because of the relatively small size of the school, the actual numbers are small.
- The proportion of pupils for whom the school receives the pupil premium is below the national average. This is additional government funding for disadvantaged pupils, who are known to be eligible for free school meals or who are in the care of the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at Year 6 and Year 11. National minimum standards were met in the sixth form.

- Primary classes are taught in mixed-age year groups.
- Children join the Reception class in the September following their fourth birthday and attend full time.
- The principal has been in post since September 2013.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- This inspection took place during the secondary site's curriculum enhancement week when the usual curriculum was suspended. Students in Year 13 and pupils in Year 11 had left the school. The majority of pupils in Year 7 to 10 were away from the academy on organised trips or work experience. The primary site operated as usual. The minority of pupils remaining on the secondary site were engaged in a wide range of activities taught by teaching or non-teaching staff with skills or expertise relevant to the activity. All of these activities were observed by inspectors.
- Meetings were held with senior, subject and other leaders, four groups of pupils and a group of sixth-form students, the chair of the governing body and the head of the trust that sponsors the academy.
- Inspectors looked at the 80 responses to Ofsted's online questionnaire (Parent View)
- The inspectors looked at the academy's development plan, self-evaluation document, information on attainment and progress, records of the monitoring and evaluation of teaching, a wide range of policies and procedures and the arrangements for the safeguarding of pupils and students.
- Inspectors scrutinised pupils' work.
- An inspector travelled to Norwich City Football Club to observe learning, meet Year 12 students and observe pupils from the secondary site on a visit.
- An inspector observed five lessons, jointly with the assistant principal, on the primary site.
- An inspector listened to pupils read and met with the primary site's school council.

Inspection team

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Russell Ayling	Ofsted Inspector
Diana Fletcher	Ofsted Inspector
Wendy Varney	Her Majesty's Inspector

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