

# Loreto High School Chorlton

Nell Lane, Chorlton-Cum-Hardy, Manchester M21 7SW

## Inspection dates

27–28 September 2016

<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Pupils do not make consistently good progress across a wide range of subjects and year groups. Outcomes for boys, the most able and disadvantaged pupils are weaker than others. However, new senior leaders have accurately recognised the school's areas for development and are swiftly raising standards across the school.
- Leaders and governors do not monitor and measure rigorously the impact of the targeted pupil premium funding.
- Governors do not challenge leaders effectively and have not held the school strenuously to account. As a result, the school has drifted and pupils' outcomes have not been maintained.
- Newly appointed middle leaders and teachers are strengthening the quality of teaching and learning. However, they have not been in place long enough to have significant impact on pupils' progress.
- New initiatives to raise outcomes for boys, disadvantaged pupils and the most able are in their infancy. It is too early to see the impact of these changes across the school.
- Strategies to improve pupils' literacy and numeracy skills are not consistently applied across all subjects within the school.
- The design of the school curriculum does not support effective outcomes for all pupils. However, leaders are taking the action required to address the issue.
- Teaching, while improving, is not yet consistently strong and doesn't enthuse pupils' love of learning.
- Some teachers do not plan activities that are challenging enough and well matched to pupils' abilities. Teachers do not routinely check pupils' understanding, so opportunities to clarify or support pupils are missed.
- Teachers do not consistently apply the marking and feedback policy. Consequently, not all pupils know how to improve.
- Teaching in mathematics does not consistently strengthen pupils' skills in problem-solving and reasoning. As a result, some pupils' outcomes are not strong. Standards are not as high as they could be.
- Some teachers do not ensure that pupils' skills in extended writing are developed effectively.
- Not enough importance is placed on the quality of pupils' written work. Some pupils make frequent and common mistakes in their writing. Pupils' skills of spelling, punctuation and grammar are inconsistent.

### The school has the following strengths

- Pupils are safe, well cared for and enjoy positive relationships with staff.
- Pupils' behaviour is good. They are tolerant and respectful of everyone. Bullying is rare.
- Pupils' spiritual, moral, social and cultural education is well developed, wide and varied.
- Pupils receive high-quality careers guidance and advice.

## Full report

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

- Improve leadership and management by ensuring that:
  - leaders and governors monitor and evaluate more rigorously the impact of the spending of targeted funding on improving outcomes for disadvantaged pupils.
  - new middle leaders continue to flourish in their roles and strengthen the quality of teaching and learning to improve pupils' outcomes
  - governance is reviewed and governors are trained accordingly so that they can challenge the work of the school and hold leaders to account effectively
  - effective strategies are implemented across the school to further improve the attainment and progress of boys and disadvantaged pupils and the most able
  - the school's literacy and numeracy strategy is consistently applied across all subjects within the school
  - curriculum design supports effective outcomes for all pupils.
- Continue the drive to improve teaching, learning and assessment so that they lead to consistently good outcomes for pupils, particularly for boys, disadvantaged pupils and the most able, by:
  - planning activities which enthuse pupils' love of learning and motivate them to excel
  - ensuring that learning activities are challenging and consistently well-matched to pupils' abilities
  - making sure that teachers routinely check pupils' understanding before moving on to additional tasks
  - ensuring that the curriculum for mathematics strengthens pupils' problem-solving and reasoning skills
  - increasing opportunities for extended writing in a wide range of subjects and building resilience in pupils
  - ensuring that the school's marking and feedback policy is consistently applied so pupils know how they can improve their understanding and learning quickens
  - ensuring that teachers place a greater importance on the correct use of spelling, punctuation and grammar in pupils' written work
  - persevering with the current actions taken to raise standards across the school.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The actions taken by senior leaders and governors to tackle the variation in pupils' achievement have not yet resulted in good achievement for all groups of pupils. Pupils do not make consistently good progress across a wide range of subjects and year groups.
- Leaders do not monitor effectively the impact of the targeted pupil premium funding. Consequently, they are unclear on the effectiveness of strategies used to improve pupils' progress. As a result, disadvantaged pupils do not achieve as well as they should.
- Pupils are not consistently supported by a wide range of subjects to improve their literacy and numeracy skills. Leaders have implemented a strategy but it is still embryonic and as yet there is little impact on pupils' progress.
- The curriculum is broad and balanced for all pupils, but the design at key stage 3 is too rigid and does not provide senior leaders with the flexibility to address issues in learning. Consequently, this has hindered pupils' progress and limited teachers in their ability to provide consistent stretch and challenge for pupils in their learning. However, leaders are taking the action required to tackle the issue.
- Under the direction of the new headteacher, leaders work as a cohesive group, united in purpose, providing a clear vision and direction for staff and pupils.
- The new headteacher and both newly established deputy headteachers have revitalised and empowered staff and pupils to work together to improve the provision. Together, they have strengthened leadership across the school and this has resulted in green shoots of improvements. Senior leaders are now swiftly and methodically getting the school back on track; their actions have a clear momentum.
- Senior leaders have an accurate view of the school. They understand the school's strengths and areas for development. They recognise the urgent need to accelerate improvement in pupils' achievement. Initiatives have begun and key changes have been made to tackle inconsistencies, but some have not yet had an impact on pupils' learning.
- Senior leaders who are relatively new in post have quickly established robust systems across the school to drive improvements and raise success for all pupils. They have ensured that the school is poised for rapid improvement.
- Over the last year, strong leadership appointments in science, mathematics, drama and information technology and a new special educational needs coordinator (SENCo) have injected a sense of order and improved curriculum organisation. There is a real desire to improve teaching, learning and pupils' outcomes. However, changes in middle leadership have been too recent for the newly appointed leaders show enough impact for all pupils.
- The deputy headteacher for teaching and learning has improved accountability across the school and has clear plans to improve teaching and learning. She has established rigorous systems for checking teaching and pupils' progress. The foundations to build strong teaching and learning are set and the school is poised for further improvement.
- Staff feel well supported and are overwhelmingly positive about working at the school and the way their departments are being led. There is a renewed confidence in

leadership. Parents are also supportive of the school.

- Newly appointed staff from other establishments bring good skills and passion to teaching and learning within their subjects. All staff in the school benefit from development opportunities. Leaders value the importance of developing teachers' professional skills and aspirations, thereby building a culture of continuous improvement. Leaders hold teachers accountable for their pupils' progress. Performance management systems are fair, transparent and effective.
- The school has ensured that there is a wide range of different subjects at key stage 4. The school holds full discussions with parents about pupils' curriculum choices and how these affect their life learning plans. The school supports pupils' career choices and careers plans by providing appropriate careers education from Year 7 onwards. Pupils also have access to an online careers package, coupled with specific impartial advice through one-to-one interviews during key stage 4. Good connections are made with local providers for apprenticeships and a well-established careers fair further supports pupils' career choice routes. The school has clear connections with local employers and communicates local employment trends to pupils. As a result, very few pupils who leave Year 11 are not in education, employment or training.
- The local authority provides appropriate support for this school. Senior leaders have started to broker 'school to school' support for some middle leaders to sharpen teaching and learning and thereby improve pupils' outcomes.
- The school forms strong links with primary schools and establishes particularly positive relationships with pupils in Years 5 and 6. Pastoral leaders work hard to organise a wide range of rich, well-organised programmes to ensure that pupils are well informed and have any uncertainties dispelled before their arrival in Year 7.
- The school helps pupils to develop a strong sense of moral responsibility. Their social skills are well developed and they explore a range of personal and ethical issues through the religious education and the personal, social and health education curriculum.
- The school works effectively with parents and carers. Correspondence to parents is effective and wide reaching through a variety of channels. For example, leaders use frequent letters home, updates on social media and the school's website. The school's newsletter, 'Loreto news', is used well to communicate information to parents and carers. A recent development of using a phone application is providing up-to-date information for all. Written reports about pupils' progress and development are clear and appropriate in content.
- Leaders support newly qualified teachers and those in training well.
- The behaviour, attendance and progress of pupils studying off-site are monitored closely so that pupils attend well and are kept safe. These pupils' courses are matched well to their needs.
- The school's librarian is passionate about promoting reading and uses his knowledge and skills to ignite pupils' imagination. He ensures that the library lives up to its mission statement: 'The place for independent learning, exploration and happiness.' Pupils value the well-stocked shelves and the librarian ensures that creative displays and frequent engaging events throughout the academic year lure pupils into the library. For example, theme days to explore Victorian literature and the creation of 'mama Loreto', a reading scheme linked to a pizza, encourages pupils to broaden their reading. Author visits and frequent competitions are used to maintain pupils' interest. The librarian is aware of the reading needs of boys and has ensured that this is well promoted to

entice boys in becoming eager readers.

### **Governance of the school**

- Governors have not been rigorous enough in the past at holding leaders to account. This is because governors relied too heavily on information given to them by leaders. However, since the arrival of the new leadership team, governors now have a realistic view of the school and they know that teaching and outcomes are not yet good enough. They are keen to develop and become more effective in their roles.
- Governors have not monitored the impact of the targeted pupils' funding effectively. As a result, disadvantaged pupils do not make strong progress.
- Governors have not ensured that the website is fully compliant with the necessary curriculum content and information on the use of targeted funding for specific groups of pupils.
- Governors fully support the school's ethos and inclusivity and recognise the vulnerability of some pupils and the challenges that leaders face in raising aspirations. Governors are aware of the strengths of the new headteacher and senior leaders and fully support them in their drive to improve standards.

### **Safeguarding**

- The arrangements for safeguarding are effective. The new deputy headteacher is the driving force behind improvements that have sharpened behaviour and safeguarding across the school. He is knowledgeable and effective, ensuring safer recruitment practices are used throughout the school. Consequently, pupils feel safe in school and staff are highly informed about current issues affecting young people. Staff check attendance closely and effectively monitor the welfare of all pupils. Form teachers liaise well with the effective pastoral team. Pupils who need additional support are swiftly identified and pastoral leaders use a wide range of external support for pupils in their care.
- All staff are well trained and alert to any risks. For example, all teachers have completed online training on the 'Prevent' duty, increasing their knowledge on how to safeguard pupils from the threat of terrorism and radicalisation. They act swiftly to pass on any concerns they may have; record-keeping and the suitability of actions are appropriate.
- The school provides high-quality safeguarding information and guidance to pupils through planned curriculum time and assemblies. Leaders also keep parents well informed about current issues. Pupils who attend off-site provision are checked upon by leaders and care is taken to ensure that they are appropriately safeguarded.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- Although teaching is getting better across the school, and pupils' progress is beginning to improve, the quality of teaching and learning is not yet consistently good across the school and within subjects.
- Some teachers' expectations of what pupils can and should do are too low and they set work which is not challenging enough. As a result, boys, the most able and disadvantaged pupils do not make as much progress.
- Leaders have strengthened teaching and learning through effective appointments and

the implementation of new approaches and initiatives. However, these have not yet had sufficient impact across the school.

- Teaching is inconsistent and does not consistently meet pupils' needs. Teachers are aware of the need to plan for different pupils but they do not always do so effectively. Too many teachers are planning for the middle ability pupils and there is a lack of challenge for some pupils.
- Some teachers do not provide enough opportunities to develop pupils' skills in extended writing. As a result, pupils are less resilient and their skills are not well developed for their age.
- Some teaching in mathematics does not strengthen pupils' problem-solving or reasoning skills. As a result, pupils' progress is uneven.
- Some teachers do not check pupils' understanding thoroughly enough and rush pupils onto the next task. Consequently, opportunities to consolidate pupils' learning are missed.
- Teachers' feedback does not always let pupils know how they are doing and how they can improve. Teachers do not follow the school's marking policy carefully enough. As a result, pupils are not always clear what they need to do next to improve their work.
- The school's policy about the presentation of work is not consistently implemented. Pupils do not always take sufficient pride in their work and errors in spelling, punctuation and grammar occur. Teachers do not always follow up pupils' shortcomings with grammatical errors, and opportunities to reinforce the importance are missed.
- Teachers have a good knowledge of their subjects and are committed to doing their best for their pupils. Relationships between teachers and pupils are positive and respectful, and the great majority of pupils want to learn.
- Teaching assistants provide helpful support and additional guidance to pupils so they are able to improve their understanding in lessons.
- Where pupils are stimulated and required to give of their best, they rise to the challenge. This was seen by inspectors in drama, art, and resistant materials lessons. However, not all teachers drive a passion for learning and provide learning environments that raise pupils' engagement and encourage them to excel.
- Homework is set regularly. It is usually of good quality and assists pupils' learning and progress.
- Pupils are encouraged to participate in enrichment activities to develop their interests and deepen their knowledge and skills. A wide range of activities is offered and they complement the curriculum effectively and support pupils' character, attitudes and confidence. Music is extremely well structured and highly popular. For example, pupils are involved in: samba band, string group, gospel choir, jazz band, rock band, ukulele club and singing group.
- There are particular strengths in the teaching of drama, art, resistant materials and music. This is reflected in the good levels of pupils' progress in these subjects over time.
- Teachers are skilled in promoting diversity, challenging stereotypes and ensuring that a respectful ethos defines all aspects of the school's work.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils are proud to be members of the school and wear their uniform smartly. Staff ensure that pupils have every opportunity to become their best selves. Assemblies and form time are used well to drive home gospel values and instil a clear moral code in pupils.
- The school's work to keep pupils safe and secure is effective. There are clear systems to support staff and pupils. Staff are well trained and highly skilled, they act wisely to keep all pupils safe. Leaders in the school work ably with other services to provide quality support for all pupils. For example, the school engaged with a national charity to raise awareness about gender identity. As a result, pupils improved their awareness of lesbian, gay, bisexual and transgender issues.
- The excellent provision for pupils' spiritual, moral, social and cultural development is a strength of the school. The curriculum is tracked closely and reviewed three times a year by leaders and pupils to ensure that information is relevant and topical for pupils. Pupils talked maturely to inspectors and were well informed about their rights and responsibilities and how to keep themselves safe and reduce the risk of child sexual exploitation. The school places emphasis on teaching pupils of all ages about British values and life in modern society through form time, assemblies and the religious education curriculum. As a result, pupils have positive views about the values in other faiths and cultures.
- Pupils are tolerant of others and respectful of those who may look and act differently from themselves. Pupils told inspectors that they do not regard bullying as an issue for the school. Parents and staff agree with the pupils that the school is safe. Pupils appreciate that staff are sensitive to any of their concerns and know that staff will spend time to resolve problems, however large or small.
- Pupils have learned how to keep themselves safe online and when using social media. Leaders have ensured that the curriculum is frequently updated so that pupils receive current and relevant information on keeping themselves safe online. Pupils understand the importance of security settings and the consequences of sexting and disclosing their personal details. They know how to keep themselves safe and value the work of the pastoral staff within the school.
- The school provides an abundance of opportunities for pupils to develop as responsible individuals. For example, pupils are able to experience leadership positions such as prefects, form representatives and members of the student council. The school also embraces and promotes leadership and democracy through pupils taking part in the Manchester Youth Council. The recently formed pupil eco-warrior group have supported the school environment through their research on waste disposal. As a result, they have suggested waste disposal changes to save the school money and also promoted the use of recycle bins in classrooms.
- Pupils did not participate in the online questionnaire. However, those who met with inspectors felt safe and considered bullying to be rare and effectively dealt with by the school. Inspectors did not hear any derogatory language during the inspection.
- Pupils attending off-site courses have good levels of behaviour and attendance. Their attitudes to learning are positive and they make positive progress in their learning.

## Behaviour

- The behaviour of pupils is good. Leaders have established a positive culture built on respect and tolerance for everyone. Pupils conduct themselves well across the school and the vast majority obey the school's rules. Almost all pupils have good attitudes to learning and try their best even when the pace of learning slows.
- Pupils are clear about the school's expectations and how incidents will be treated. Consequently, the number of pupils being excluded from lessons has fallen. Leaders have worked effectively to reduce repeat incidents of poor behaviour among key groups of concern in the school.
- The vast majority of pupils behave well during breaks and lesson times and enjoy their time together. Many pupils attend organised activities on offer in the school. Staff supervision is well organised, and there is always an adult to help to solve any problems quickly and calmly. Pupils move calmly and purposefully around the building and arrive on time for lessons.
- Pupils' attendance has improved due to well-focused initiatives to raise the importance of attendance. The school's work with parents is increasingly effective. The number of pupils who are persistently absent from school is very low. Pastoral leaders work effectively together and standards across the school are consistent.

### Outcomes for pupils

### Requires improvement

- In the most recent summer examinations, pupils' attainment in English and mathematics rose compared to the previous year. However, too few pupils made the expected progress in mathematics and English.
- Current pupils do not make good enough progress from their various starting points in a wide range of subjects and year groups.
- Disadvantaged pupils' attainment in English and mathematics has improved and differences between their outcomes and those of their peers are now reducing. However, the progress for disadvantaged pupils remains an issue in the school. They did not secure the same progress as other pupils in the school. This is because the targeted funding is not used wisely by the school and opportunities are missed to support pupils to gain further progress. However, leaders now have clear plans in place to diminish the differences and improve disadvantaged pupils' progress, in particular the most able disadvantaged.
- The most able pupils do not reach the high levels of attainment of which they are capable because some teachers do not provide enough challenge in their learning.
- Leaders have been quick to recognise that boys achieve less well than girls and have clear plans in place to address this across the school.
- Work to develop spelling, punctuation and grammar is not effectively applied by teachers across the school. Consequently, pupils' development in this area is too shallow and common errors do still exist among a few pupils which limit their achievement.
- Pupils who have special educational needs and/or disabilities make less progress than their peers. However, a new SENCo is training staff and providing effective support across the school. Improvement in current pupils' progress has now begun.
- Leaders of some subjects are leading by example in the classroom and driving teams



forward to ensure pupils' success. For example, achievement in music, art, drama, resistant materials, and textiles is consistently strong due to the clear leadership and delivery of high-quality teaching.

- Teachers are now providing accurate information on pupils' attainment. Leaders use this information to identify where appropriate support is needed. There is a strong appetite from all staff to accelerate pupils' progress.
- Pupils start the school with attainment which is below average. When they join the school, many do not read or write as well as typical pupils of their age. A number of pupils arrive with a considerable learning lag, particularly those joining midway through their secondary schooling.
- Pupils are very well prepared for the next stage of their education, training or employment; high proportions of pupils move to higher-level courses. The proportion of pupils progressing to education establishments, apprenticeships, employment or training is above the national average.
- Pupils with low reading levels receive well-structured and coordinated support to enable them to effectively improve their reading. The reading recovery programmes are effective in developing and improving pupils' reading.
- Pupils who attend alternative provision are gaining appropriate qualifications. Leaders in the school communicate frequently and make checks on pupils' progress, behaviour and attendance.

## School details

Unique reference number	105574
Local authority	Manchester
Inspection number	10022643

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.

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	756
Appropriate authority	The governing body
Chair	Mr Patrick Cassidy
Headteacher	Mrs Catherine Hughes
Telephone number	0161 881 9448
Website	<a href="http://www.loretochorlton.org">www.loretochorlton.org</a>
Email address	<a href="mailto:welcome@loretochorlton.manchester.sch.uk">welcome@loretochorlton.manchester.sch.uk</a>
Date of previous inspection	9–10 July 2013

## Information about this school

- The school is a smaller-than-average-sized Roman Catholic secondary school and is affiliated to the Loreto International Family of Schools under the trusteeship of the Diocese of Salford.
- The proportion of pupils eligible for the government's pupil premium grant is double the national average. There are more boys at the school than girls.
- Over half of the pupils are from minority ethnic backgrounds and a quarter of the school population speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is almost double the national average and the proportion who have an education, health and care plan is over double the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

- A small number of pupils are educated through off-site provision at the Manchester pupil referral unit.
- The school does not meet requirements on its website on the publication of information about the curriculum and the impact of pupil premium funding.

## Information about this inspection

- Meetings were held with the headteacher, senior leaders, middle leaders, and the chair of the governing body. Inspectors also made phone calls to the local authority, alternative providers and other local leaders supporting the school, as well as a current parent.
- Meetings were held with qualified teachers, including teachers who are newly qualified, and those undertaking training at the school.
- Inspectors formally interviewed a wide number of pupils and spoke to a range of pupils informally at break and lunchtime. Inspectors also observed pupils' conduct and behaviour throughout the school day.
- Inspectors viewed registration periods and an assembly, and made visits to the school's internal seclusion unit and also the behaviour unit, 'the hub', in the school.
- Inspectors observed the work of the school across a range of subjects and year groups. Some observations of teaching and learning were undertaken jointly with senior and middle leaders. Inspectors also undertook a number of shorter visits to lessons to gauge the climate for learning and pupils' behaviour.
- Inspectors looked closely at samples of pupils' written work across a range of subjects and year groups.
- Inspectors also visited the school library and listened to pupils read.
- A wide range of documents was scrutinised, including the school's policies, records relating to behaviour and attendance, safeguarding records and performance information. Development planning, self-evaluation documents, minutes of meetings, and records relating to teaching and learning were also considered. During the inspection, detailed consideration was given to policies and practices relating to safeguarding and also to how the school prepares its pupils for life in modern Britain.
- Inspectors considered 28 responses to Ofsted's online questionnaire, Parent View, as well as 23 responses from parents on Ofsted's free text service. They considered the responses to the staff and pupil online questionnaires provided by Ofsted to the school.

## Inspection team

Dawn Platt, lead inspector	Her Majesty's Inspector
Dympna Woods	Ofsted Inspector
Michael Holland	Ofsted Inspector
Stephen Ruddy	Ofsted Inspector
Tim Long	Ofsted Inspector

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