

# Wix Primary School

Wix's Lane, Clapham Common Northside, London SW4 0AJ

## Inspection dates

14–15 September 2016

## Overall effectiveness

**Inadequate**

Effectiveness of leadership and management

Inadequate

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Inadequate

Outcomes for pupils

Require improvement

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and governors have allowed a culture to build up where keeping pupils safe is not a high enough priority.
- Policies to protect pupils from harm are out of date. They do not contain enough information to help parents, staff and pupils find out what to do if they have a safeguarding concern. Leaders and governors have not stringently reviewed the policies. Staff are not all familiar with safeguarding procedures. Leaders' checks on staff understanding of the policies are not undertaken rigorously.
- Staff are not adequately trained in identifying extremist views and in protecting female pupils from the risk of genital mutilation. Governors have not held leaders to account for this, as they themselves have not sought or undertaken such training.
- Leaders do not analyse pupils' attendance records meticulously in order to satisfy themselves that pupils with poor attendance are safe from harm when not on school premises.
- The welfare of pupils attending breakfast club is not sufficiently well protected. Leaders do not ensure that these pupils are supervised safely.
- Leaders and governors have not worked effectively with the local authority to evaluate the school's performance accurately and to ensure that safeguarding procedures meet requirements.
- Teaching is not consistently good. Teaching does not provide tasks that challenge the most able pupils to learn as well as they can. Leaders do not check the quality of teaching rigorously enough. Pupils are not encouraged to have a strong love of reading at home as well as at school.
- Pupils' outcomes vary too much across year groups and classes. This reflects the inconsistent quality of the teaching.
- The achievement of disadvantaged pupils lags behind that of other pupils. Leaders and governors have made too little impact on the outcomes of these pupils.

### The school has the following strengths

- Members of the very new leadership team, appointed 1 September 2016, recognise the challenges presented by the school. They are clear sighted about the many improvements needed before the school is good in all areas of its work.
- The school is a happy, harmonious environment. Pupils respect others from all backgrounds and integrate well with pupils from the Lycée, a French school that shares its site.
- Pupils behave well and want to learn. They are confident, polite and helpful.
- The Nursery and Reception classes are safe, happy places, where children get off to a good start. Staff in the early years provision encourage children to acquire a good range of skills. The provision has good resources, indoors and outdoors, enabling children to learn well.

## Full report

In accordance with section 44 of the Education Act 2005 Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Newly qualified teachers may be appointed.

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

- Ensure with the utmost urgency that leaders and governors keep pupils safe by:
  - reviewing all safeguarding policies, so that parents, pupils and staff, including those newly appointed, know who to turn to and what actions to take if there is a safeguarding concern
  - making sure that staff and governors receive up-to-date training in all aspects of safeguarding, including preventing radicalisation and being aware of such risks as female genital mutilation
  - making sure that attendance records are easily accessible and are reviewed termly, so that leaders keep track of those pupils absent for long periods, to ensure that they are kept from harm when away from school
  - ensuring that there are strict adult-to-pupil ratios for pupils attending breakfast club, so that there are always enough adults on site to deal with any emergencies.
- Raise pupils' achievement in all subjects, so that it is consistently good without variation between classes and year groups, through:
  - leaders rigorously checking and improving the quality of teaching to ensure that all pupils are learning and making progress
  - adults making sure that the needs of all groups are met by providing challenging tasks, particularly for the most able pupils
  - adults encouraging a love of reading in pupils, at home as well as at school.
- Improve the quality of governance, so that governors are more effective in holding school leaders to account for their statutory obligation to keep pupils safe, for the quality of teaching and for pupils' outcomes, including those of disadvantaged pupils.
- Make sure that leaders plan effectively to raise the achievement of disadvantaged pupils so that it is similar to that of other pupils nationally.

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

An external review of the school's use of the pupil premium should be undertaken.

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- Leaders have not established a culture where pupils' safety is of paramount importance. Pupils are at risk because, over time, safeguarding arrangements have not been rigorous enough. Governors and leaders have not met statutory requirements with regard to safeguarding.
- Safeguarding policies are out of date. Policies do not contain enough information to enable adults and pupils to know clearly enough who to turn to if they have a safeguarding query, or if they wish to report concerns about individuals.
- Leaders do not ensure that staff, particularly the relatively large number of new staff, receive up-to-date guidance on safeguarding. They do not make enough checks to ensure that staff understand safeguarding procedures. A number of staff who spoke to inspectors were uncertain who to approach if they had a concern.
- Leaders and governors have not ensured that all adults receive training on such aspects of safeguarding as recognising risks to pupils of, and preventing, extremism and female genital mutilation.
- Leaders do not analyse attendance figures with enough precision. The proportion of pupils who persistently miss school is much higher than average, and, unlike the national picture, shows a rising trend. The 2016 persistent absence figures are the highest since the previous inspection. The school does not investigate these absences closely enough, or explore whether there are patterns of absence among groups of pupils. This means that the school is not always fully aware of the reasons for pupils' absences, and this puts pupils at potential risk of harm.
- Leaders do not plan well enough to keep the large number of pupils who attend breakfast club safe. The number of adults in charge remains the same while pupil numbers are allowed to fluctuate considerably. As a result, there are not always enough adults present to attend to any emergencies that may arise.
- Leaders have not worked effectively with the local authority to make sure that the school's self-evaluation is accurate. Leaders and governors have not ensured that they receive the help and support they need from the local authority to keep pupils safe.
- Over time, leaders have not secured consistently good teaching. They have not checked its quality rigorously or systematically enough. Leaders have not provided teachers with sufficiently sharp advice, focused on how well pupils are learning. Leaders have not routinely followed up the feedback they give to teachers to ensure that improvements have been secured.
- Leaders have not ensured that disadvantaged pupils throughout the school achieve as well as other pupils. This was also the case at the time of the previous inspection. Governors recognise that measures to raise the achievement of disadvantaged pupils have not been effective, but have not held leaders sufficiently to account for this.
- Leaders have not made sure that the curriculum makes sufficient provision for the most able pupils, both in the classroom and through enough targeted activities outside the classroom. This is because leaders' expectations for what the most able pupils can achieve are too low. As a result, these pupils do not always fulfil their potential.
- The very new leadership team recognises the challenges that lie ahead. Leaders accept that safeguarding procedures are not adequate and that key aspects of the school's work require improvement. Such realistic assessment is a promising foundation for future improvements. As the leadership team is so new to post, there is no detailed written plan for school development, apart from a document setting out the new leadership team's vision for the future of the school. However, the executive headteacher discussed with inspectors his clear plan to bring to the school the positive values of the nearby outstanding school that he already leads. Leaders from that school have already begun to identify what needs to be done, and to plan to share best practice.
- Leaders, many of whom remain in the current leadership team, have over time taken action to raise pupils' achievement in reading, writing and mathematics, so that their achievement has not slipped back since the previous inspection. They have introduced new resources and new ways of delivering the curriculum. Over time, pupils have been adequately prepared for the next stage of schooling.
- The curriculum is adequately balanced between academic, sporting and creative subjects. Pupils benefit from specialist music and French teaching. This contributes well to their personal development, enabling them to gain a wider range of experiences and a broader perspective on life.

- The school provides opportunities for pupils to take part in a range of activities beyond the classroom. Pupils go on trips including visits to museums and theatres to broaden their horizons. The school keeps portfolios of such events, enabling pupils to look over the pictorial record whenever they wish. This contributes well to pupils' personal development, enabling them to feel part of the community.
- Leaders develop pupils' spiritual, moral, social and cultural development well. The international nature of the school is a source of pride to adults and pupils, enabling them to respect people from different backgrounds and ways of life. Pupils have valuable opportunities to learn about other cultures, through learning and playing alongside those from France, whether in the attached Lycée or in the mainstream school, as well as with pupils from other countries. All such aspects make a strong contribution to pupils' good behaviour.
- Leaders prepare pupils well for growing up in modern democratic Britain. Their views are welcomed through the school council. Pupils are tolerant and respect the heritages and backgrounds of others.
- Leaders and governors use the additional government funding for primary sports and physical education well. Girls are encouraged to participate in sports traditionally considered boys' activities, such as football and cricket. There are many whole-school activities to promote healthy living, such as the weekly 'shake and wake', popular with adults as well as pupils. The school ensures that the benefits of the additional funding will continue. For example, sports coaches train class teachers in delivering good-quality gymnastics lessons, ensuring that pupils' involvement in sport continues to grow.
- **The governance of the school:**
  - Governors have not reviewed safeguarding policies with sufficient care to ensure that pupils are kept safe. Though governors looked again at the school's safeguarding policy in October 2015, the updated version is scarcely more informative or precise than its predecessor. During the inspection, only the original 2014 policy was published on the website.
  - Minutes of meetings of the governing body reveal complacency regarding safeguarding. Governors provide assurance that safeguarding procedures are effective, without seeking sufficient evidence for their assertions.
  - Governors have not ensured that the quality of teaching and learning is consistently strong enough to enable all pupils, particularly disadvantaged pupils, and the most able, to make strong progress. They have not always ensured that decisions about teachers' pay are linked strongly enough to pupils' outcomes.
  - Governors successfully use the additional funding for primary sports to promote new participants to sports. They plan well to ensure that the benefits of the funding will be sustained.
- The arrangements for safeguarding are not effective. Nevertheless, some aspects of safeguarding are conducted successfully. The site is safe and secure. Playground equipment is in good order. Background checks on those who work with pupils are carried out carefully. These checks include staff employed by the Lycée who are in contact with pupils at Wix Primary School.

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

- The quality of teaching over time is not consistently good. This has an impact on pupils' rates of progress, which are inconsistent across the school.
- Teachers' expectations for the most able pupils are not high enough. Tasks set for them do not consistently challenge or inspire them to learn well. Some of the most able pupils who spoke to inspectors said that their work is not always hard enough, and that they would welcome more challenging tasks to enable them to learn as well as possible.
- The school keeps records of the achievement of disadvantaged pupils in comparison with that of other pupils, including the achievement of the most able disadvantaged pupils. However, the school does not consistently use this information to secure improved performance by disadvantaged pupils. The additional support provided in lessons to disadvantaged pupils is not evaluated carefully enough to ensure that it is effective in helping these pupils make progress in line with other pupils.
- Over time, teachers have not inspired in pupils a strong enough love of reading. Inspectors listened to a range of pupils read, including a sample of disadvantaged pupils. They showed good reading skills, and this shows that the school teaches them phonics successfully. However, pupils reported that they were not sufficiently encouraged to take books home in order to develop an enthusiasm for reading in the home environment.

- Teaching is not inadequate, because a scrutiny of pupils' current work and their work over time shows that pupils typically make broadly average progress in reading, writing and mathematics. Teachers manage discussions well, using questioning skilfully to boost pupils' confidence, encouraging all to contribute. Teachers' feedback to pupils, both written and oral, is positive and encouraging. Teachers give pupils helpful guidance on how to improve. Teachers listen to pupils' responses carefully, respond readily to pupils' queries, and quickly clear up any misconceptions. Teaching assistants are deployed usefully to help pupils, particularly those at risk of falling behind, to make progress in line with others.

## **Personal development, behaviour and welfare is inadequate**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is inadequate. This is because the culture created by leaders over time has not given enough importance to pupils' safety. For example, the breakfast club provides a range of games and activities and is popular with pupils. However, there are not enough adults to cover any unexpected emergency.
- Pupils' attendance is broadly average, as has been the case since the previous inspection. However, an above-average proportion of pupils persistently miss more school than they should. This potentially puts them at risk of harm when they are off-site.
- The school is a caring environment. Day-to-day care of pupils is handled well. All adults are kind to the pupils, and are attentive to their needs. A typical comment from one parent, with which inspectors agree, was, 'The adults look at each child individually, so allowing them to flourish and develop'. Such care builds the pupils' confidence so that they are calm and positive learners.
- Pupils told inspectors that they understand that bullying can take different forms, including cyber bullying. Pupils reported that there is no bullying at the school, and that pupils are kind to one another. School records confirm that instances of unkindness between pupils are few and far between.
- The school teaches pupils effectively how to keep themselves safe, whether in school or outside. Pupils told inspectors that they are taught about the risks from using computers or from talking to strangers. They confidently describe fire drill procedures.

### **Behaviour**

- The behaviour of pupils is good. Pupils are articulate, confident and polite to visitors. They are considerate towards others when moving about the school and are careful not to bump into one another in the somewhat cramped playground that is too small for the numbers of pupils using it. A typical comment from one parent was, 'Children sometimes feel a bit lost in the busy playground'.
- Pupils have good attitudes to learning. They want to do well. When the tasks set do not stretch them enough or fully meet their needs, they sometimes lose concentration.
- Pupils keep the pleasant school building neat and tidy. They also take pride in their workbooks, which are well organised and presented tidily. After discussing topics with one another, they readily come to order when asked to do so by the teacher.
- The school is a harmonious and peaceable environment, where pupils from all heritages and backgrounds respect and get on well with others.

## **Outcomes for pupils require improvement**

- Progress across the school in reading, writing and mathematics is inconsistent, reflecting the variable quality of teaching over time. Pupils make good progress in some year groups and classes, but not in all.
- The school's information on pupils' achievement shows that in 2016 pupils' overall progress from Year 2 to Year 6 was broadly average in reading, writing and mathematics. However, more detailed records for progress throughout the school show inconsistency between classes as well as between year groups.
- Differences between the achievement of disadvantaged pupils and other pupils were identified as an area requiring improvement in the previous inspection. Since then, leaders and governors have provided additional tuition for disadvantaged pupils. Governors check the achievement of these pupils, including requesting specific information on the achievement of the most able disadvantaged pupils. Gains have been made in particular classes and in particular subjects. Overall, however, the impact on the achievement of disadvantaged pupils has not been strong enough. The school's records show, for example, that in 2016, the progress of disadvantaged pupils from Year 2 to Year 6 was behind that of other pupils.

nationally in reading, writing and mathematics.

- The most able pupils throughout the school, including the most able disadvantaged pupils, make progress in line with others in the school and also with other pupils nationally. Their attainment is particularly strong in mathematics and in English grammar, spelling and punctuation. However, overall, the most able do not fulfil their potential. Inspectors agree that, in the words of one parent, 'able children are not stretched'. The school tracks the progress of the most able and of the most able disadvantaged pupils, but does not do enough to ensure that these pupils are provided with tasks that engage and stretch them. As a result, the most able typically do not achieve as well as they could.
- There have been changes in 2016 in the way the achievement of Year 6 pupils is presented, making it difficult to compare 2016 achievement with 2015. However, the school's information on pupils' attainment was presented to inspectors in a way that enables comparisons to be made between 2015 and 2016. These figures show that the improvements made in 2015 in reading, writing and mathematics were largely sustained in 2016. Pupils' overall achievement is higher in all areas of the school's work than at the time of the previous inspection. Attainment for children in the Reception Year rose. A higher proportion gained a good level of development at the end of the Reception Year. This continues the upward trend in children's skills since the previous inspection. Pupils' skills in reading familiar and unfamiliar words in the phonics screening check at the end of Year 1 have also continued to rise since the previous inspection.
- The school carefully measures the progress of individual pupils, effectively identifying those who require additional support in small groups. Teaching assistants and learning mentors are deployed well to enable these pupils to make progress in line with others. Groups that benefit from the additional support include pupils who have special educational needs and/or disabilities and pupils at risk of being left behind in their learning. The individual support also benefits pupils who speak English as an additional language. This support is regularly checked by leaders and governors to make sure it enables these groups to catch up.
- Pupils' literacy and numeracy skills are developed well enough for them to be adequately prepared for moving to secondary schools. Pupils' spelling and punctuation skills are competent. The broad and balanced coverage of the curriculum provides them with a range of skills. Pupils acquire positive attitudes to learning that will stand them in good stead in the next stage of schooling.

## Early years provision

**is good**

- The early years provision is a welcoming place where children can happily learn new skills in a safe, protected environment. It is judged to be better than the school as a whole, because it is well led and because children make good progress in acquiring a wide range of skills. The adults know the needs of all the children, and keep them very safe. They work quickly and efficiently with a range of external agencies to meet the needs of children requiring additional support. They have secure arrangements for ensuring that any child potentially at risk of harm is referred to the right authorities.
- The early years leader is experienced and highly competent in leading the planning for children's needs. She has improved the quality and range of resources in the Nursery and Reception classes.
- Teaching in the early years provision is good. All the adults routinely have conversations with the children, listening to them carefully and encouraging them to talk. As a result, children develop good listening and speaking skills. For example, one child was helped to reflect on the art she was creating and could clearly articulate that, in her words, 'I made a mistake because I forgot to use the right amount of stickers'. Children at an early stage of learning English benefit from the many opportunities to speak and listen, both in group activities and one-to-one with adults explaining the meaning of words.
- The adults in the early years are skilled in providing good opportunities for children to learn literacy and number skills in all the activities. For example, a simple activity of pressing letter moulds in sand was used to teach children the sounds the letters make.
- The classrooms and the outdoor play areas for the children are attractively laid out, enabling them to acquire a range of skills. There are plenty of opportunities for children to climb, balance and ride wheeled vehicles. Those who want a more protected environment for part of the day have access to home corners and quiet reading areas. Those who want adventure can find it in the many activities involving sand or water. Play activities in the Reception areas build successfully on those offered in the Nursery, so that children develop increasing independence throughout their stay in the early years.
- Children are cared for well. For example, careful provision is made for children who have dietary allergies and intolerances so that they are kept safe. All the adults are kind and know the children well.

- Children's behaviour in the early years provision is good. They are fully engaged in the interesting and challenging activities on offer. They concentrate well and stick at tasks. Children are ready to share the play resources and to take turns on the equipment.
- Under the leadership of the early years leader, proportions of children leaving the Reception Year with good levels of development have risen, year after year. Children leave the early years provision with speaking, language and number skills that are above those typical for their age but not exceptionally so. They begin Year 1 with good attitudes to learning.
- The early years leader ensures that there is effective additional support for those who need it to enable them to make good progress in line with others. Children who may require additional support are quickly identified. The school works effectively with a range of external agencies to cater for their needs, so that they do not fall behind in their learning.
- The early years team check the learning of disadvantaged children. Though differences remain between their learning and that of other children, the leader has appropriate plans in place to reduce such differences over time through support for their individual needs. The leader also plans well for the most able children, including the most able disadvantaged children. Their needs are known because there are close partnerships between school and home. As a result of such individual attention, these children grow in confidence and are ready to learn.
- Transition arrangements are well planned and enable children to proceed smoothly from home to Nursery. Inspectors agree with the parent who commented, 'the Nursery does brilliant settling-in sessions'. Transition into Reception is smooth, enabling children to learn through play as before, but with increased challenge and independence. By the time children leave Reception they have visited their new classroom and teacher and are ready to make a confident start to Year 1.

## School details

<b>Unique reference number</b>	101025
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10019656
This inspection of the school was carried out under section 5 of the Education Act 2005.	
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	334
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Delhaise
<b>Headteacher</b>	John Grove (executive headteacher), Rebecca Osuntokun (acting headteacher)
<b>Telephone number</b>	020 7228 3055
<b>Website</b>	<a href="http://www.wixschool.net">www.wixschool.net</a>
<b>Email address</b>	<a href="mailto:admin@wix.wandsworth.sch.uk">admin@wix.wandsworth.sch.uk</a>
<b>Date of previous inspection</b>	17 September 2014

## Information about this school

- Wix Primary School is larger than the average primary school.
- It shares its premises with an annex for primary-aged children of the Lycée Charles de Gaulle.
- Wix Primary School has two classes in each year group. The parallel classes are called 'streams'. One stream is taught entirely in English; the other, the bilingual stream, is taught in English for half the week and in French for the other half.
- The headteacher resigned, and the deputy headteacher of the English stream retired, with effect from 31 August 2016.
- The headteacher of a neighbouring school, Belleville Primary, took up the post of part-time executive headteacher on 1 September 2016. He is a national leader of education. The school is also led by the acting headteacher, who was formerly deputy headteacher of the bilingual stream in the mainstream school. There are two acting deputy headteachers and an acting assistant headteacher, who have been newly promoted from within the school.
- The school is planning to enter a multi-academy trust in partnership with Belleville.
- Around half of the class teachers are new to their posts.
- The proportion of pupils eligible for additional government funding, known as the pupil premium, is a little higher than average.
- The proportion of pupils who come from minority ethnic backgrounds is much higher than average. Pupils come from a wide range of heritages. The largest minority ethnic group is White pupils from 'other White' backgrounds. The proportion of pupils who speak English as an additional language is higher than average.
- The proportion of pupils who have special educational needs and/or disabilities is broadly average.
- The school runs a breakfast club. The after-school care provision is run by an outside provider and inspected separately.

- Children attend the Nursery for two and a half days per week. Reception children stay all day.
- The school does not currently meet requirements on the publication of specified information on its website. The new leadership team has urgently prioritised rebuilding the website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors visited classes throughout the school and observed pupils' learning in a range of subjects. The executive headteacher or acting headteacher joined inspectors on most of their classroom visits.
- Inspectors spoke to a number of pupils, listened to them read and looked at samples of their work. An inspector met a group of key stage 2 pupils to hear how they felt about the school. There were no responses to the Ofsted online survey of pupils' views.
- Meetings were held with senior and middle leaders, including those who hold responsibility for specific subjects.
- The lead inspector held a meeting with the chair of the governing body, together with five other governors. Four governors attended the final feedback meeting.
- The lead inspector met two representatives from the local authority.
- Inspectors spoke to a number of parents during the inspection. There were 73 responses to the Ofsted online survey, Parent View, with comments from almost half. Inspectors took all these aspects of parents' views into consideration.
- Inspectors took into consideration 31 responses to the Ofsted online questionnaire for members of staff.
- Inspectors observed the school's work and looked at a range of documents. These included minutes of meetings of the governing body and reports from the local authority on the quality of the school's work. As the new leadership team had not yet had sufficient time to prepare a written account of its self-evaluation and plans for the future, the team listened to oral accounts of how they felt the school was performing at the time of the inspection, and how they intended to improve it.
- Inspectors considered a range of evidence on pupils' attainment and progress. They also examined safeguarding information, and records relating to attendance, behaviour and welfare.

## Inspection team

Natalia Power, lead inspector	Ofsted Inspector
Milan Stevanovic	Ofsted Inspector
Colin Mackinlay	Ofsted Inspector

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