

# Evelyn Community Primary School

Evelyn Avenue, Prescot, Merseyside L34 2SP

## Inspection dates

15–16 November 2016

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

## Summary of key findings for parents and pupils

### This is a good school

- Evelyn is a school where children discover that learning is fun and anything is possible.
- The headteacher's passion and commitment to educating children shines brightly in this school. As a result, many aspects of school life are innovative and 'magical'.
- The enthusiasm and commitment of the deputy headteacher and wider leadership team have a positive impact on the school's capacity to improve further.
- Governors know the school well and contribute to its success.
- Improvements, following a dip in standards, have resulted in pupils making good progress through school.
- Pupils rise to the high expectations that teachers successfully model and they benefit from the good teaching they receive. Pupils are encouraged to talk about their learning.
- The curriculum is rich with experiences for pupils. It is distinct, diverse and offers pupils many opportunities to learn about the world. Teachers' subject knowledge is good.
- Personal development is outstanding. As a result, pupils develop as empathetic, sympathetic and considerate citizens, with a care for themselves and the local and world community.
- Pupils conduct themselves well around school. They enjoy receiving a range of responsible roles and accolades. They take these duties to model good conduct seriously and with pride.
- Leaders are attentive in their responsibilities for safeguarding. As a result, pupils feel very safe in school.
- Children have a good start to school life and make good progress from their starting points. Leadership and teaching in the early years are good.
- The achievement of pupils, including the most able, in mathematics and reading does not match that in writing.
- Checks on the progress of pupils are not rigorous enough to provide detailed information from which leaders and governors can robustly challenge staff. Assessment information is not used precisely enough in lessons to meet all pupils' needs.
- Pupils, particularly the most able, are not always challenged to think more deeply and practise their reasoning skills.
- Teaching sometimes does not capture and sustain the interest of pupils sufficiently.
- Teachers sometimes do not deal with pupil's misunderstandings as they learn, which leads to confusion and slower progress.

## Full report

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

- Improve the quality of teaching and learning, so that all of it matches the high quality of the best teaching in the school and pupils, especially the most able, achieve as well in reading and mathematics as they do in writing by the end of key stage 2, by ensuring that all teachers:
  - use assessment information more precisely in planning lessons to match activities to the prior learning of pupils
  - plan learning that challenges pupils, particularly those that are most able, to think more deeply about their work and practise their reasoning skills
  - design learning activities that engage and hold pupils' attention
  - resolve confusions in pupils' understanding of what they are learning.
- Improve leadership and management by refining the information collected on pupils' attainment and progress during the year, so that leaders and governors have enough information to analyse pupils' progress more rigorously.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and deputy headteacher have worked successfully and with determination to reverse a drop in standards at the end of key stage 2 that followed the previous inspection. Standards are now consistently good.
- Leaders' focus, vision and hard work have led the way so that, together with staff, they provide good opportunities for pupils to achieve and develop as well-rounded individuals.
- Through the school's 22 values for living, such as friendship, trust, respect and kindness, leaders have promoted equality and diversity very well. Pupils are caring, considerate and respectful of each other and the wider community.
- Leaders have the respect of staff, parents and pupils. Staff are highly motivated to make sure there is continuing improvement and development. Relationships between staff are positive; they are very proud to work at Evelyn. Staff feel well supported and feel that the school is led and managed well.
- Senior leaders know the school well. The strengths of the school and areas for improvement are clearly identified in the school's development plan. Regular checks are made on the quality of teaching and learning. The school rightly prides itself on the learning opportunities it provides for staff. To this end, they are encouraged to work together on projects and initiatives to develop the school, resulting in staff playing an important part in its success. The school benefits from a stable, happy and dedicated team.
- The confidence of other leaders in the school creates a sense of enthusiasm for continued school improvement. Leaders have regular opportunities to check that agreed strategies to secure improvement are being applied consistently by all staff.
- Pupil premium funding is used effectively to reduce any barriers to learning that may be experienced by disadvantaged pupils, including the most able. This enables disadvantaged pupils to be successful and be part of everything the school has to offer. The progress of pupils supported by this funding is checked by teachers and senior leaders. The headteacher, the governor dedicated to pupil premium and the governing body evaluate the impact of pupil premium funding effectively.
- The primary school physical education (PE) and sports funding is used well. Pupils benefit from a commitment to good-quality teaching and say how much they enjoy sport and find lessons fun. Pupils of all ages recognise the value of physical activity as a part of being healthy.
- Accelerating progress and improving standards for pupils, particularly at the end of key stage 2, have been a continuing focus. Senior leaders have worked hard to improve the way pupils are assessed, and now have systems in place that they are happy with. This information is increasingly being used in the classroom to support learning. Assessment information is collected regularly by senior leaders and used to discuss pupils' learning with teachers and to plan opportunities to help pupils catch up if needed.
- However, assessments are still not precise enough to pinpoint pupils' exact learning

needs or to identify where more challenge is needed to help the most able pupils make the best possible progress.

- The leadership and organisation of provision for pupils who have special educational needs and/or disabilities are effective. Identification of their needs is thorough and resources are of a good standard. Staff have a good understanding of these pupils' learning and welfare needs. Every effort is made to remove any barriers to learning. This ensures that pupils who have special educational needs and/or disabilities succeed in their learning and in their personal and social development. Systems and procedures are in place to check on the progress of individual pupils.
- The school offers an extremely broad and balanced curriculum that engages pupils and contributes to their enjoyment of learning. It covers all subjects and emphasises cultural and creative elements in each. The curriculum is further enriched by providing real-life experiences to stimulate and excite pupils in their learning. Reading and writing are woven across this curriculum effectively. This strengthens pupils' opportunities to practise their skills, add richness to their reading and have a sense of purpose for their writing.
- The very well-promoted spiritual, moral, social and cultural development in the school means it provides a calm, considerate and thoughtful environment where pupils mix happily together. Through assemblies and the curriculum, pupils learn about the wider community, global issues, raise funds for charities and learn about tolerance, respect of differences and the rule of law.
- The school currently provides support and training for other schools and teachers on teaching and learning, aspects of personal education and spiritual, moral, social and cultural development. Leaders also work closely together with those from other local schools, for example by providing opportunities for teachers from the same year groups to meet and check assessments. The school works closely with the local secondary school and actively follows the progress and success of past Evelyn pupils.
- As this school has previously been judged to be outstanding, the local authority has had very little involvement, despite the drop in standards. However, a representative is due to meet with the headteacher at the end of the month.

### **Governance of the school**

- The governance of the school is effective.
- Governors know the school well. They are conscientious in their responsibilities and enjoy taking part and contributing to the life of the school.
- Governors question the leaders of the school but some of their questions are not searching enough. This is because the information they are given is not precise or detailed enough for them gain a thorough understanding of the progress pupils are making or the school's expectations.
- The governing body has a good understanding of performance management procedures. As well as supporting the headteacher in holding staff to account, it ensures that the management of teachers' pay is effective.
- The governing body makes sure that the pupil premium and the primary PE and sports funding are spent effectively and make a difference for pupils.
- The governing body is extremely diligent in carrying out its responsibilities to safeguard

pupils and, to this end, has appointed a safeguarding governor to oversee and monitor safeguarding and welfare-related matters.

## Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is a high priority in the school, as is the care and welfare of vulnerable pupils and families who benefit from additional support.
- Robust safeguarding and child protection systems are in place and are understood by staff. Staff undertake regular training and safeguarding is a priority in the school.
- Leaders are persistent in cases where the school is concerned about a pupil's welfare. Effective relationships with other agencies and with parents ensure that pupils are kept safe and their welfare needs are met.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching and learning is good. It is not outstanding because it is not consistently of the highest standard throughout the school. As a result, pupils make good progress overall.
- The teaching at Evelyn is characterised by warm relationships between staff and pupils and well-organised lessons. Staff have a passion for education, want to instil a love of learning and are always seeking new and innovative ways of providing the very best for pupils.
- Staff model high expectations for pupils' learning and behaviour. The vast majority of pupils rise to this by working hard and behaving well. Pupils enjoy their learning and say, 'the more you learn the more you want to find out.' They also say that learning is 'fun', especially the opportunities that they have for new experiences.
- Teachers' subject knowledge is good. They regularly build on pupil's prior learning and encourage them to work together to solve problems and talk about their learning. Staff and pupils see a mistake as another opportunity to learn. As it says on the front cover of some pupils' workbooks, 'Making a mistake means you are trying.'
- Where pupils struggle with their learning, an effective range of learning opportunities helps them catch up. As a result, these pupils make good progress.
- Teaching assistants are knowledgeable and skilled and make a good contribution to the progress of the pupils with whom they work. This is particularly evident in their support of pupils who have challenging behaviour. In these instances, they play an important role in ensuring that the teacher's and other pupils' attention is not diverted from the focus on learning.
- For those pupils who have special educational needs and/or disabilities, the support they are offered is broad, clearly targeted and of a very good quality. Additional support is planned well, resulting in these pupils making good progress.
- In line with the school's policy, teachers are consistent in their approach to marking pupils' work and on insisting on high standards of presentation throughout the school and across all subjects. They provide pupils with clear feedback on what they have done well and offer helpful guidance so they can improve their work further. Pupils are

keen to get feedback and to respond to the comments made in the time provided for this. Pupils are regularly encouraged to evaluate their own or each other's work. Occasionally, spelling and punctuation errors are missed.

- The development of reading, writing and mathematical skills is an extremely high priority in the school and this is very evident in classrooms, corridors and shared areas. Awards and prizes are given out regularly to pupils who are 'reading stars' and 'mathematics wizards'. Leaders' insistence on a consistent approach has had a positive overall effect on pupils' progress.
- The teaching of phonics is consistently good and strongly linked to the good development of reading skills. As a result, pupils enjoy reading and talk excitedly about books. Pupils who struggle with reading have very good support to practise their skills and are proud of the progress they make. The most able readers are also supported to develop their understanding of texts and indulge in a love of books.
- The school has a member of staff, known as the 'reading ambassador', who promotes a love of reading and works with groups of pupils who need support in this area. This may be pupils who struggle or good readers who would benefit from opportunities to talk and discuss what they are reading.
- The very large majority of parents who responded to Parent View or spoke to inspectors in the playground feel that their children are taught well and make good progress in school. They also appreciate the communication between school and home, including the information given to them about their children's learning.
- Some teaching is very successful, with teachers asking just the right questions to aid pupils' thinking, draw out learning and help them move on. Sometimes, however, teachers do not ask the right questions. In these situations, pupils are not offered a chance to develop their thinking and deepen their understanding of what is being taught. As a result, some pupils, including the most able, are not always learning as much as they could.
- Teachers and leaders check on pupils' learning regularly. These checks are not always used precisely enough by all teachers to ensure that the activities they plan are sufficiently demanding for pupils. As a result, the engagement and concentration of some pupils wane.
- Teachers sometimes miss errors that pupils have in their understanding. Consequently, pupils become confused or take longer to learn a skill.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The importance placed on pupils' personal development and welfare is central and very visible in school. Staff and governors are conscientious in their responsibility to ensure that the school provides a safe, nurturing environment in which pupils can flourish and succeed.
- The school offers an excellent personal, social, health and citizenship curriculum that is woven into all that the school does. The high profile given to developing pupils' life

skills promotes the value and importance of being healthy, responsible and well-balanced citizens. This, coupled with increasing pupils' aspirations and awareness of global issues and events, immerses pupils in finding out about themselves and others. As a result, pupils are developing as empathetic, thoughtful and compassionate citizens. For example, typical sentiments expressed by pupils were, 'We treat others how we would like to be treated' and 'There are 99 kind words to one unkind word in our school.'

- Staff treat pupils with the utmost consideration and ensure that the school makes everyone feel welcome and valued. Adults constantly model respectful and caring behaviour in lessons, around school and in the way they engage with pupils.
- The very large majority of parents expressed overwhelming praise for the school and the work of the staff. They feel that their children are happy and well looked after.
- The vast majority of pupils throughout key stages 1 and 2 are confident learners and are happy to talk about their learning. Pupils told inspectors how proud they are of their school and how they feel safe and well looked after by adults. They also talked with pride about helping each other in their learning and looking after each other in the playground. For example, they spoke of the 'playground friends' in Year 6 who ensure that pupils, especially the younger ones, have someone to play with or, if they are sad or hurt, someone to look after them.
- Pupils spoken with during the inspection were very clear about what bullying was and said that incidents were rare. A very small number of parents felt that bullying was not as effectively dealt with as it could be. However, the large majority of parents felt that the school deals appropriately with bullying or that they were not aware of any bullying towards their child. Other inspection evidence confirms this is the case.
- Pupils were confident that teachers dealt with any unkind or negative language towards pupils quickly. Pupils were unanimous in their view that they felt safe in school and pupils of all ages knew how to keep themselves safe, both personally and online.
- Pupils are encouraged to take up a very wide range of responsibilities within school, from becoming reading buddies to being members of the school council or global ambassadors. Lead learners are chosen to wear a burgundy sash to identify them as excellent role models of learning behaviour, such as good listening, working hard and doing their homework.
- Pupils' views are highly valued by adults and pupils are given many opportunities to discuss, debate and contribute to what happens in their school. As a result, they make an active contribution to school life. For example, older pupils explained how it was their responsibility to make the dining hall calmer and nicer for the younger pupils, so that they were not scared or overwhelmed by being in a big noisy space.

## **Behaviour**

- The behaviour of pupils is good.
- Pupils conduct themselves well around school. They are polite and well mannered. Staff and pupils know each other very well and are friendly, supportive and encouraging. As a result, school is a calm, orderly and purposeful place to learn.
- Pupils consider behaving well to be very important and are delighted when they are recognised for their good conduct. School assemblies reinforce this by having a feature

called 'spotted being good'. Pupils seen behaving as good role models or improving their behaviour are invited to stand on a big yellow spot or have the spotlight shone on them. As a result, pupils are fully aware of how to behave and the consequences of poor behaviour. They say incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by pupils sensibly.

- A number of pupils have behavioural needs. They are well supported and skilfully managed to ensure that their behaviour does not get in the way of their learning and does not distract others.
- The systems for checking absence are rigorous and conscientiously applied. Good attendance is rewarded and has a high profile in school. As a result, pupils' attendance has improved over the last few years and compares favourably with national averages. Persistent absence is monitored closely, as is lateness. The leadership team has worked hard with this group of pupils and their parents and has had some notable successes.
- A productive atmosphere in most classrooms means that many pupils have a positive attitude and visibly enjoy their learning. They are attentive and eager to participate in lessons and work well supporting each other. There are occasions, however, where pupils are distracted and their interest in tasks wanes. As a result, a small number of pupils put work aside and talk to their neighbour about something else, engage in inappropriate low-level off-task behaviour or do not listen when the teacher is speaking. This is because some lessons are not always planned precisely enough to meet these pupils' needs. Some activities are not sufficiently interesting, engaging or challenging.

## Outcomes for pupils

**Good**

- Following the previous inspection there was a significant drop in the achievement of pupils at the end of key stage 2. This decline is now being effectively tackled by leaders. Other than in writing, the improvements were not evident in the results of tests at the end of key stage 2 in 2016. The school's in-year checks on progress and the work in pupils' books confirm, however, that the vast majority of pupils, in all subjects, are now making good progress.
- At the end of key stage 2 in 2016, the proportion of pupils achieving the expected standard in writing was above that found nationally. In reading and grammar, spelling and punctuation, it was similar to the national picture. In mathematics, however, the proportion of pupils reaching the expected standard was well below the national figure. Other than in writing, the proportion of pupils achieving the higher standards was below that of pupils nationally.
- Achievement at the end of key stage 1 improved in 2016, with an above-average proportion of pupils reaching the expected standard in reading, writing and mathematics. Pupils also continue to achieve well at higher than the expected standards under the new national curriculum.
- The proportion of pupils who reach the expected standard in the national screening check for phonics at the end of Year 1 has improved year on year and is above average.



- Pupil premium funding is used effectively to support disadvantaged pupils, including the most able, in key stage 1. As a result, they make good and sometimes outstanding progress throughout the key stage. The work in pupil's books confirms that disadvantaged pupils throughout key stage 2 are now also making good progress. This group of pupils does well in school because teachers check their progress effectively and ensure that they are supported well in class.
- Pupils who have special educational needs and/or disabilities make good progress from their starting points. The support offered by teachers and teaching assistants is effective and ensures that pupils succeed in their learning.
- At the end of key stage 1 in 2016, the most able pupils made at least the progress expected in reading, writing and mathematics and many attained higher levels in all three subjects. Leaders are aware, however, that too few of the most able pupils in key stage 2 achieve these higher standards. To this end, they have put strategies in place to ensure that the school's most-able pupils make the further gains of which they are capable.

### Early years provision

**Good**

- Many children start school with skills and knowledge below those typical for their age. Their skills are particularly low in reading, writing and number. Children make good progress from their starting points, so that, by the end of the Reception Year, their achievement is in line with that of children of a similar age nationally. As a result, children are well prepared and confident about starting Year 1.
- Children are offered a range of activities to work on in groups or independently. Adults have high expectations and make sure that children have a very positive start to school life.
- The leadership of the early years is strong. There is a clear view about the strengths and weaknesses of the provision. Where actions have been taken to tackle issues, these have been successful. A focus on the importance of teamwork, sharing practice and the good-quality development of staff has ensured that adults are skilled and are confident about getting the best learning from children.
- Additional funding is used to provide resources and support for disadvantaged children. Leaders have a good understanding of the impact this has on children's learning and have taken steps to ensure that these children achieve well. As a result, given their starting points, disadvantaged children make similarly good progress to that made by other children.
- The quality of teaching is consistently good. Routines are well established and there is a high level of expectation of what children will achieve. Adults demonstrate good subject knowledge and there is a strong consistency of approach and manner across the two classes.
- Activities are fun, capture the children's imagination and allow them to practise their skills. Outdoors, children have opportunities to explore and are encouraged to build, create and try out their ideas. As result, children are absorbed in their learning. For example, children were keen to talk about the autumn leaves that they had collected. They spent time talking to each other about what they could see when peering at them

through a magnifying glass.

- Provision is well organised to create a varied learning environment for children. The importance placed on reading, writing and mathematical skills is evident, with regular chances for children to write, practise their letters and sounds and use number. The development of language and speaking is also a high priority, along with building self-confidence. Adults engage with children well and ask questions to draw out children's understanding, encourage them to talk and feel self-assured.
- Teachers' assessment and the tracking of children's learning are of a good quality. The information they gather is used effectively to plan a curriculum for children that is both interesting and relevant. Adults regularly use electronic tablets to take photographs and record speech, documenting children's learning.
- Safeguarding is effective and risk assessments for activities and events are thorough. Early years provision is safe for children from day to day. However, very occasionally, staff do not take enough care to ensure that extension leads and electrical wires are well out of the reach of children.
- Children's behaviour is good and adults are quick to provide support to children to help them understand the importance of being polite and treating one another with respect. Children play and learn together well and are motivated to learn.
- The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children, and children have with each other. There are also very positive relationships between staff and parents, who describe the adults in early years as 'friendly and approachable'. Staff encourage regular communication with parents. They invite them to meetings and activities, particularly to prepare children so they are ready to start school. These are helpful in supporting parents in their child's learning. Parents feel very positive about how well their children have settled into school and the progress they have made.

## School details

Unique reference number	104446
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10025641

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	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Lesley Campbell-Hunter
Headteacher	Carole Arnold
Telephone number	0151 477 8570
Website	<a href="http://www.evelyncpschool.co.uk/">www.evelyncpschool.co.uk/</a>
Email address	<a href="mailto:evelyn.de@knowsley.gov.uk">evelyn.de@knowsley.gov.uk</a>
Date of previous inspection	30 April 2013

## Information about this school

- This school is an average-sized primary school with one form of entry throughout.
- The very large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is just below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed learning in all classes. They observed pupils' behaviour in classrooms and assessed the school's promotion of pupils' spiritual, moral, social and cultural development. Inspectors also observed pupils in the playground and during lunchtimes.
- Inspectors looked at the work in pupils' books and in the learning journals of children in the early years.
- An inspector listened to a number of pupils read.
- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator, the person responsible for early help and attendance, the early years leader and middle leaders.
- An inspector met with three members of the governing body, including the chair. A meeting was also held with a representative of the local authority.
- A group of pupils discussed their opinions about the school and their learning with an inspector, and inspectors also spoke informally with pupils in the playground and around school.
- Inspectors took account of 27 responses to a staff questionnaire.
- They also took account of 22 responses to the online Ofsted questionnaire, Parent View. Inspectors talked briefly with a number of parents before school.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, information on pupils' attainment and progress, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Sue Eastwood, lead inspector	Her Majesty's Inspector
Saeeda Ishaq	Ofsted Inspector
Sandie La Porta	Ofsted Inspector
John Shutt	Ofsted Inspector

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