

# Holy Trinity

Carlton Road, Barnsley, South Yorkshire S71 2LF

## Inspection dates

22–23 November 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders are overstretched and failing to ensure that pupils achieve well enough. Too many pupils make inadequate progress.
- Leaders have an inaccurate view of how well the school is doing. They believe the school remains good in the face of falling standards.
- Teachers' expectations of what pupils, especially the most able, can achieve are too low.
- The primary curriculum is not broad or balanced. Subjects including science, history and geography are taught poorly if they are taught at all. The secondary curriculum is taught poorly and failing pupils.
- Pupils' achievement in English, mathematics and a range of other subjects across key stages 2, 3 and 4 is weak.
- Children in the early years, especially boys, do not make good enough progress.
- Governors are not meeting their statutory duties. They do not have a clear grasp as to how well pupils are doing. As a result, they do not challenge leaders and the school is not improving.
- Leaders' plans for improvement lack detail about what will improve and by when. Hence, plans are not helping the school to secure improvements quickly enough.
- External support provided to the school is failing to make real impact. It has done little to challenge leaders' views that the school remains good.
- Attendance levels are not high enough especially for older disadvantaged pupils. Fixed-term exclusions remain above the national average.
- Careers information, advice and guidance are weak for younger secondary school pupils.

### The school has the following strengths

- By the end of key stage 1, pupils, including the most able, achieve well in reading, writing and mathematics.
- Pupils behave sensibly in and around the school. They show positive attitudes to learning.
- Pupils, including those from backgrounds different to the majority, feel safe and well looked after in school.
- The curriculum provides pupils with effective opportunities to develop their spiritual, moral and social awareness.

## Full report

In accordance with section 44(1) 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.

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

- Urgently improve the effectiveness of leadership and management, including governance, so that pupils make good rather than inadequate progress, by:
  - making sure that leadership capacity is increased by ensuring a suitable appointment is made to cover the roles and responsibilities of the former deputy headteacher who is currently the acting headteacher
  - making sure leaders' checks on teaching pay greater attention to the progress that all groups of pupils are making in relation to their starting points
  - ensuring that the school self-evaluation honestly and accurately captures the current weaknesses in the school and effective improvement plans are drawn up and used to successfully tackle these issues
  - putting into place suitable training and support for the special educational needs coordinators to support them in improving the progress of pupils who have special educational needs and/or disabilities
  - designing a primary curriculum that is broad and balanced and allows pupils to make good progress across a wide range of subjects
  - ensuring that the curriculum across the school provides pupils with effective opportunities to gain understanding of a wider range of faiths and life in modern Britain, including democracy and the importance of the rule of law
  - carefully evaluate how additional funding is used and ensure that effective plans are put in place to help pupils make better progress, especially disadvantaged pupils
  - providing governors with appropriate training and support to ensure that they have a firm grasp of how well pupils are progressing, the impact of additional funding and how they can meet their statutory duties
  - making sure that external support is of consistently high quality and supports the school in rapidly improving
  - making sure that further support and training is provided so that all staff are clear about the early help available for vulnerable pupils and understand their role in identifying and helping these pupils.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers make effective use of assessment information to ensure that pupils make good progress

- teachers make regular and effective checks on pupils' learning so that they can quickly tackle weaknesses
  - phonics is taught well so that pupils reach at least the national average
  - all teachers make effective use of additional adults to support the learning and progress of identified pupils
  - successful strategies to improve teaching are more effectively shared and used to improve teaching across the school.
- Improve the behaviour and attendance of pupils, by:
- improving pupils' attitudes to learning by ensuring that teaching over time is challenging and engaging for pupils
  - devising and implementing additional strategies that will improve attendance levels, particularly of disadvantaged pupils
  - reducing the numbers of repeat fixed-term exclusions, especially for pupils who have special educational needs and/or disabilities and disadvantaged pupils
  - ensuring that primary accident logs are carefully analysed to ensure that suitable risk assessments are put in place.
- Improve the quality of careers information, advice and guidance so that key stage 3 pupils are better informed and more confident about the choices available to them in key stage 4.
- Improve the progress children make in the early years, by:
- making sure that baseline assessments accurately capture the starting points of children
  - ensuring that staff use assessment information more effectively to make sure children make good progress, especially boys
  - improving the opportunities to develop language and number skills in the outdoor area
  - improving the teaching of phonics so that children make better progress in their early reading and writing.

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 in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Despite good intentions, leaders are failing pupils. Leaders have created a caring and nurturing school but pupils fail to achieve acceptable standards of work. Leaders do not have an accurate grasp of just how poorly pupils are achieving. Many leaders believe that the school is doing well, despite the fact that underachievement is widespread.
- Senior leaders are overstretched and lack the capacity to improve. The acting headteacher is trying to juggle too many different responsibilities. Deep-seated weaknesses exist and show little, if any, signs of improvement. Boys, disadvantaged pupils, the most able, many of whom are also disadvantaged, and pupils who have special educational needs and/or disabilities underachieve across both the primary and secondary provision.
- Leaders have drawn up plans to tackle some of these issues. However, whole-school plans are weak and ineffective. Plans make little reference as to what needs to improve or the speed at which improvements need to happen. The checks that leaders make to see if improvements are occurring are vague and imprecise. As a result, they are having little positive impact on improving pupils' standards of work.
- The school's self-evaluation is weak and inaccurate. Leaders, including a number of middle leaders, believe that the school is doing much better than it actually is. As a result, departmental plans for improvement are not fit for purpose and are failing to tackle weaknesses in teaching, progress and attainment.
- The leadership of teaching is inadequate. Leaders have an over-optimistic view of how good teaching is across the school. Leaders struggle to explain why the teaching they observe is strong while the progress pupils make is poor. Performance management is ineffective in driving up standards across the school. The checks that leaders make on whether teachers are reaching their targets are weak and superficial. Despite a range of training to improve teaching, this is failing to have sufficient impact.
- The leadership of special educational needs provision is inadequate. Leaders accept that pupils who have special educational needs and/or disabilities do not make enough progress. Leaders lack the training and expertise to provide appropriate support for this group of pupils. They do not carefully evaluate how well this group of pupils are doing and the interventions in place are ineffective.
- The primary curriculum is not sufficiently broad or balanced. Pupils do not get enough opportunities to study subjects other than English and mathematics. There is scant coverage of some subjects including science, history and geography. Some pupils in key stage 2 could not remember the last time they had studied topics in these subjects. The secondary curriculum is broader and more balanced but due to poor teaching leads to underachievement.
- A considerable amount of additional funding is having little if any success in helping disadvantaged pupils, including those who are the most able, to make anything other than inadequate progress. In many instances, differences between this group of pupils and their peers remain wide and are getting bigger. Year 7 catch-up funding and funding for pupils who have special educational needs and/or disabilities are not used

well enough. Leaders are unable to show convincing evidence that that these additional funds are making a difference. The physical education (PE) and sports funding is having greater impact. Teachers are developing their skills in teaching a range of sports. Good use is made of specialist coaches, and a number of additional opportunities to participate in sports clubs and competitions, both within and between schools, are improving pupils' fitness and health.

- The quality of external support ranges from helpful to poor. The Barnsley Alliance provided emergency funding and support in response to the significant underachievement of recent Year 11 pupils in mathematics. This support prevented outcomes from being worse than they were. A former headteacher of a local outstanding school is providing effective support for the acting headteacher who is eager to take the school forward and build her skills in headship.
- The support from the local authority is not good enough. Local authority officers are fully aware of the weaknesses in the school but have not been clear or rapid enough in communicating their concerns. This has led to delays in setting up monthly meetings between the school and the local authority to review the progress of the school.
- Newly qualified teachers should not be appointed.

## **Governance of the school**

- Governance is inadequate. Governors clearly love the school and want the best for pupils but they are out of touch with the depth and scale of weaknesses that exist. The level of challenge they provide is poor and unfocused.
- Governors do not have a clear strategic grasp of the weaknesses in relation to pupils' progress. Governors believe that the school has 'bounced back' from very disappointing outcomes in 2015. This is far from the case as there is currently widespread underachievement across the school.
- Despite considerable amounts of additional funding to meet the needs of pupils, governors are not clear as to the impact this money is having. They agree that the most able pupils are not well provided for. Governors have no analysis of the impact that additional funding is having on disadvantaged pupils.
- Governors are not meeting their statutory duties. A range of important policies, including those related to child protection, safeguarding and e-safety, have not been reviewed in a timely manner. In some cases policies are years out of date.
- Governors' plans to improve governance are inadequate. Issues related to strengthening governors' understanding of pupils' progress, the impact of additional funding and how well governors meet their statutory duties have been omitted from plans.

## **Safeguarding**

- The arrangements for safeguarding are effective. There is a culture of vigilance across the school. The processes and practices for making sure that the most vulnerable pupils in school are safe are exemplary. Staff have benefited from a range of training including that relating to potential signs of radicalisation and extremism. Office staff

are also clear as to the potential signs for spotting and reporting safeguarding issues.

- Leaders have ensured that appropriate training has been provided in safer recruitment and suitable checks are made prior to staff being appointed to work in the school. All staff have read the latest guidance on 'Keeping children safe in education', 2016. Staff are aware of the key messages within this document and are clear as to how to go about reporting concerns. A number of staff are unclear about their role in identifying and helping vulnerable pupils at an early stage.
- Despite out-of-date policies, pupils feel safe. Pupils from backgrounds that are different to those of the majority, such as those from minority ethnic backgrounds, also feel safe in school. However, the child protection and safeguarding policies are out of date and do not mention how the school has updated policies in the light of 'Keeping children safe in education' nor do they reference how it ensures that pupils from minority backgrounds are kept safe.
- School leaders, together with Barnsley's virtual headteacher for children looked after, ensure that this group of pupils have effective personal education plans in place. These plans contain a suitable range of academic and personal targets that are regularly reviewed. As a result, most of these pupils are making at least the progress expected.

## Quality of teaching, learning and assessment

## Inadequate

- The quality of teaching is inadequate. Much depends on the teacher pupils have. Inspectors agreed with pupils when they said that too much depends on the luck of the draw. Too often, teachers pay little or no regard to the assessment information they have on how well pupils are doing before delivering a series of lessons. As a result, pupils do not make the progress they should be making.
- The most able pupils, including those who are disadvantaged, are not challenged well enough. Often, work is too simple and this group of pupils in particular sail through the work far too easily. Teachers are not using their subject expertise to set the most able pupils sufficiently challenging work and this leads to significant underachievement over time. Teachers do not check how well all pupils are progressing and are slow to notice pupils who struggle to understand what they have to do.
- Teachers' expectations are not high enough. Some pupils show little pride in their work and some teachers fail to tackle this. Teachers are typically too accepting of poorly presented work. Pupils' basic skills in English and mathematics are underdeveloped. There are too few opportunities for pupils of all ages to practise and develop their mathematical problem-solving and reasoning skills.
- Topic books in primary classes show that the wider curriculum is poorly taught. Science is rarely taught well and the coverage of topics, including scientific investigations, is weak. Some primary pupils cannot recall the last time they learned anything in history or geography. Lack of coverage in pupils' topic books confirms that this is the case. In addition, teachers' use of assessment is weak in topic areas and in some cases non-existent.
- Despite a significant decline in the Year 1 phonics screening check, the teaching of phonics remains weak overall. Teachers and other adults provide insufficient modelling of how to sound out and write letters. Teachers do not quickly spot and correct pupils'

errors and progress slows. Other teachers across the school do not pick up and address spelling errors and, as a result, pupils continue to misspell key words.

- Teachers use additional adults well in some classrooms and poorly in others. Sometimes, additional adults are unclear how to support particular groups of pupils and so tend to wander around the classroom without purpose or focus. In other classrooms, teachers provide additional adults with clear direction and so pupils make better progress.
- Pockets of stronger teaching do exist. Some teachers have high expectations and are steadfast in making sure pupils achieve the non-negotiable standards they set. Older primary school pupils in some classes demonstrate high standards in grammar and presentation. This is because teaching is effective in guiding pupils systematically into achieving well.
- Reading is taught well in some classrooms. The most able readers in both primary and secondary settings read with confidence, use their phonics well to sound out unfamiliar words and read with good levels of intonation. Weaker readers sometimes struggle to read well due to reading books not being well matched to their abilities.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Despite pupils feeling well cared for and looked after, attendance levels are not good enough. Over time, pupils do not attend school regularly enough, especially disadvantaged pupils. There are signs this term that this is starting to improve but there is still some way to go before attendance levels, particularly in secondary school, are in line with national averages.
- Careers information, advice and guidance are variable. Older pupils feel better informed about pathways they can follow than younger secondary phase pupils do. The 'alternative curriculum days' provide older pupils with good opportunities to visit local universities. Some Year 9 pupils had little clue as to the routes and pathways they could follow to achieve their goals later in life.
- The curriculum provides pupils with an effective range of opportunities to develop their spiritual, moral and social awareness. A range of trips and visits, charity and fundraising events help pupils understand the needs of others both within Britain and abroad. Trips to Lourdes and Romania have helped pupils appreciate, at first hand, the needs of others. Pupils' understanding of faiths different to their own is less well developed. Pupils' understanding of democracy and the rule of law is also underdeveloped, especially for pupils in key stage 4.
- Pupils make a smooth transition from the primary to secondary school. This is because secondary school teachers are timetabled to teach primary pupils. This helps pupils get to know their teachers well and means that they are able to settle quickly into key stage 3.
- Parents are generally positive about the school and say their children are well cared for. However, inspectors agree that the communication between school and home

could be better. Information letters about when school events are to happen are sent out late and this proves difficult for some parents to arrange to see their children perform in school. Progress reports home are also weak and tell parents little about how well their children are doing in school and how they could achieve more.

- Leaders are vigilant to potential safeguarding concerns. This has been particularly effective in spotting potential issues related to online grooming and protecting the most vulnerable pupils in school, including those on child protection plans and children who are looked after. Leaders work effectively with external agencies to make sure that the most vulnerable pupils are kept safe. Leaders also carefully check that pupils at alternative provision attend regularly and achieve well.

## Behaviour

- The behaviour of pupils requires improvement. Much depends on the quality of teaching as to whether pupils will demonstrate good attitudes to learning. Some pupils demonstrate weaker attitudes to learning. This leads to low-level disruptions at times that can slow the progress of learning. Teachers' own evaluations of pupils' attitudes to learning show a mixed picture. At other times, pupils are sensible, focused and work well together.
- Fixed-term exclusions remain above the national average and disadvantaged pupils and pupils who have special educational needs and/or disabilities are over-represented in these figures.
- Pupils are aware of different forms of bullying and acknowledge that bullying does happen in school. It is usually name-calling with some instances of homophobic and racist bullying. Pupils feel confident that name-calling and other instances of bullying will be dealt with quickly and effectively.
- Behaviour around the school is usually calm and orderly. Pupils can be found happily chatting to their friends during lunch and breaktimes. However, primary accident logs show that due to some boisterous behaviour a number of minor accidents do occur, usually involving minor cuts and scrapes.

## Outcomes for pupils

### Inadequate

- Since the previous inspection, pupils' outcomes have gone from being some of the best in the school's history to some of the worst. Across a wide range of subjects, pupils' outcomes are inadequate. Outcomes in the 2016 year 1 phonics screening check were the lowest the school has ever achieved and were well below national expectations.
- The progress that pupils make in key stage 2 is also inadequate. Too few pupils make progress in a range of subjects, including mathematics and reading. The latest in-school information shows that younger pupils in key stage 2 are well below age-related expectations for both writing and mathematics. Older pupils in key stage 2 are also well below age-related expectations in reading, writing and mathematics.
- At key stage 3, many pupils are a long way away from targets they have been set. Underachievement can be found in English, mathematics, science, French, PE and geography.



- 2016 outcomes at key stage 4 provide little evidence that the school is 'bouncing back'. The progress that pupils make in English and mathematics remains inadequate. The gaps between disadvantaged pupils, including the most able, and their peers remain wide. Few of the most able pupils, including the most able disadvantaged, achieve the highest grades, especially in English, mathematics and science subjects.
- Leaders acknowledge that the progress that particular groups of pupils make is poor – including boys, the most able and pupils who have special educational needs and/or disabilities. At key stage 2, disadvantaged pupils' progress is not fast enough and they are not catching up with their peers, despite the large amounts of additional funding. At key stage 4, there is a wide gap between how well disadvantaged pupils achieve compared to other pupils nationally.
- Leaders have a poor track record for predicting how well pupils will achieve. When leaders have identified underachievement, they have failed to tackle this quickly. Middle leaders' predictions for how well Year 11 pupils would achieve in 2016 were wide of the mark in a large number of subjects including English, mathematics, science, geography, business studies, computer science and general studies.
- Pupils do much better at the end of key stage 1 than they do in comparison to the rest of the school. These pupils achieve well in reading, writing and mathematics. The most able pupils also attain highly over time in key stage 1. Disadvantaged pupils in key stage 1 are also making better progress than other pupils across the school. As a result, gaps between disadvantaged pupils and their peers are diminishing in reading, writing and mathematics. However, teachers higher up the school are failing to build upon this stronger start that pupils make in key stage 1.
- The small number of pupils who attend alternative provision achieve well given their starting points and often complex backgrounds.

## Early years provision

## Requires improvement

- The early years provision requires improvement. Children start school with skills that are close to those typically expected for their age. The number of pupils reaching a good level of development is rising. However, some children, including disadvantaged boys, do not make good progress from their starting points. As a result, not enough pupils, especially boys, are reaching a good level of development by the time they start key stage 1.
- Leaders do not have a precise picture of how well pupils are achieving in different areas of their learning. Staff regularly capture children's learning. However, their findings are not used to accelerate children's progress, particularly in relation to boys. Leaders have not done enough to identify why boys are not making better progress. Valuable language and number-rich opportunities are missed and boys' levels of concentration can quickly wane and their progress slows. The outdoor area provides too few opportunities for developing children's literacy and numeracy skills.
- Teachers and other adults do not use what they know of children's abilities well enough to plan challenging activities. Too often, activities do not stretch or challenge the most able children. Phonics teaching also requires improvement. Staff do not check children's understanding well enough to ensure that all children are making good progress. Leaders have introduced new initiatives to improve phonics teaching but it is

too soon to evaluate the impact of this work.

- Children form strong relationships with each other as well as with adults. These strong relationships mean that staff are sensitive to the personal and emotional needs of children, especially those children who have special educational needs and/or disabilities or who are disadvantaged. Due to insufficient use of children's assessment information, however, teachers are not as attuned to their learning needs.
- Effective links are established between the school and parents. Parents speak positively about the welcoming atmosphere and how they feel comfortable raising any questions or concerns they may have.
- The 'morning book time' sessions are less effective. While they are helping parents understand how well their children are achieving, they are not sufficiently challenging for some children and errors are not consistently picked up on by staff.
- Staff in the early years provision are highly vigilant when it comes to safeguarding. Visitors are immediately asked to show their identification and this, coupled with a secure site, leads to children feeling and being safe.
- Leaders have used additional funding to improve the progress of disadvantaged pupils with mixed success, seeing some pupils reach a good level of development and others improve aspects of their learning.
- Safeguarding checks are effective and detailed and meet statutory requirements.

## School details

Unique reference number	135896
Local authority	Barnsley
Inspection number	10019382

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	All-through
School category	Voluntary aided
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,148
Appropriate authority	The governing body
Chair	Bob Krause
Acting Headteacher	Anna Dickson
Telephone number	01226 704550
Website	<a href="http://www.holytrinitybarnsley.org">www.holytrinitybarnsley.org</a>
Email address	<a href="mailto:info@holytrinitybarnsley.org">info@holytrinitybarnsley.org</a>
Date of previous inspection	3–4 July 2014

## Information about this school

- The school does not meet requirements on the publication of information about its procedures for child protection, details about the curriculum in each academic year, the use and impact of additional funding and a number of policies on the website are also out of date.
- Holy Trinity is a Catholic and Church of England all-through school for pupils aged three to 16.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average. The proportion of pupils with an education, health and care plan is above the national average.
- The proportion of pupils known to be eligible for the pupil premium is broadly in line with the national average.
- The majority of pupils are White British, with a small number from a range of minority

ethnic backgrounds. Few pupils have English as an additional language.

- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- A small number of pupils attend Barnsley College for education and/or training away from the school.

## Information about this inspection

- Inspectors gathered a wide range of evidence during the inspection, including observations of teaching and learning walks, some of which were undertaken with senior leaders.
- Inspectors carefully scrutinised pupils' work over time in English, mathematics, science, history, geography, modern foreign languages, topic books and learning journals used in Reception.
- Inspectors held meetings with school staff, including the acting headteacher, other senior leaders and staff in charge of aspects of the school's work. Inspectors also met with a group of middle leaders and a group of newly and recently qualified teachers.
- Inspectors met with a group of governors, a local authority officer, a representative from the Barnsley Alliance, and had telephone conversations with the director of education for Leeds Anglican Diocese, the virtual headteacher for looked after children in Barnsley and the former headteacher from Notre Dame High School, who is currently supporting the acting headteacher.
- Inspectors spoke with pupils during formal interviews, during lessons and informally.
- Inspectors considered a wide range of documentation related to the school's work, gaining the school's view of its performance and information concerning pupils attainment, progress, attendance and behaviour.
- Inspectors scrutinised records concerning safeguarding, pupils' behaviour over time and the quality of teaching, learning and assessment.
- Inspectors analysed 45 responses to the Ofsted online questionnaire. Inspectors also took account of 39 written responses from parents.
- During the inspection, a safeguarding allegation was made and the school are currently investigating this issue.

## Inspection team

Phil Smith, lead inspector	Her Majesty's Inspector
Cathy Morgan	Ofsted Inspector
Susan Twaits	Ofsted Inspector
David Pridding	Ofsted Inspector
Fiona Dixon	Ofsted Inspector
Gillian Fisher	Ofsted Inspector
Sue Birch	Ofsted Inspector

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