

Priory Primary School

Limes Road, Priory Estate, Dudley, West Midlands DY1 4AQ

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	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and managers, including governors, have allowed the school to deteriorate since the previous inspection.
- Safeguarding is ineffective across the whole school. Systems for recording and following up concerns are not clear. Staff are not up to date with current statutory guidance. Risk assessment procedures lack clarity.
- Leaders do not ensure that teachers help pupils make at least good progress over time.
- The governing body does not carry out its roles and responsibilities effectively. Governors do not hold leaders sufficiently to account for the outcomes of pupils.
- Achievement is inadequate. Pupils of different abilities do not make enough progress from their different starting points. This is the case in Reception and in Years 1 to 6.
- Early years provision is inadequate because of significant weaknesses in teaching and outcomes in Reception. At times, the children in Reception do not behave appropriately or safely.
- Not all the teachers in Reception and Years 1 to 6 use the assessment information they have about pupils to plan suitably challenging work across the curriculum.
- The most able pupils are often provided with easy work. The activities for pupils who have special educational needs and/or disabilities range from being too complex to too simplistic.
- The support for disadvantaged pupils provided through the pupil premium is not helping them to catch up with other pupils nationally.
- School improvement planning is weak. Leaders do not focus enough on the actions that need to be taken to raise pupils' achievement.

The school has the following strengths

- Children in 'Time for Twos' and Nursery settle quickly and behave well. They make secure gains in their skills and knowledge.
- Pupils learn to master a broad range of art and design skills and techniques.
- Most pupils usually behave well. They are polite and have positive attitudes to learning. They show empathy when learning about historical events.
- Pupils' attendance is improving.

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 arrangements for safeguarding and pupils' personal development and welfare by making sure that:
 - the governing body and school leaders comply with their duty to keep pupils safe
 - staff read and understand current statutory safeguarding guidance
 - staff consistently follow advice from the local children's safeguarding board if they have concerns about a child's safety or well-being
 - records relating to child protection concerns are sufficiently detailed and clearly record actions taken and the reasons for them
 - information about staff recruitment on the single central record is accurate
 - there are clear procedures in place for carrying out and reviewing risk assessments
 - the younger pupils in the school increase their understanding of different types of bullying.
- Raise pupils' achievement and improve teaching by ensuring that:
 - teachers' assessments about what pupils know, understand and can do are accurate
 - the activities that teachers plan across the curriculum are sufficiently challenging for pupils of different abilities; this includes the most able pupils and pupils who have special educational needs and/or disabilities
 - pupils have regular opportunities to develop their reasoning and problem-solving skills in mathematics
 - pupils, especially the lower- and middle-ability pupils, spell and use punctuation and grammar with greater accuracy
 - pupils present their work neatly and form their letters and numbers correctly.
- Improve the effectiveness of leadership and management, including governance, by ensuring that:
 - all leaders and managers rigorously check that teaching is effective and that different groups of pupils make at least good progress
 - additional funding is used to maximise the achievement of disadvantaged pupils and also pupils who have special educational needs and/or disabilities
 - school improvement planning focuses on the actions that will be taken to help different groups of pupils to make good progress and that these plans contain appropriate success criteria
 - governors have the skills required to fulfil their responsibilities and hold school leaders rigorously to account for pupils' learning.

- Strengthen leadership and provision in the early years, and especially in Reception, by making sure that:
 - leaders have the skills needed to lead improvements in teaching and children’s learning
 - teachers plan activities that help children of different abilities to make good progress, especially the most able and those who have special educational needs and/or disabilities
 - disadvantaged children achieve well so that differences between the outcomes for these children and other children nationally diminish
 - children learn to behave well and play safely, especially when completing activities on their own.

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 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

- Leaders and governors do not have a realistic view of the school's effectiveness. Their view of the quality of teaching and pupils' achievement across the school is too generous. Leaders are not making sure that different groups of pupils make enough progress from their various starting points.
- The school improvement plan and the action plans written by teachers with responsibilities do not take sufficient account of the significant weaknesses in the school. The plans do not have appropriate success criteria. Not all the plans make clear who will monitor or who will evaluate the impact of the actions taken.
- The school's systems for checking the work of staff lack rigour. When leaders visit lessons and review pupils' work they do not pay enough attention to the progress of different groups of pupils. As a result, their feedback to teachers following monitoring often lacks the appropriate focus. For instance, it does not tell teachers what would help underachieving pupils to make faster progress.
- Pupil premium funding is not used well. Leaders and governors have not evaluated the impact of this funding on disadvantaged pupils' progress throughout the school carefully enough. For example, in the last financial year more than £100,000 of this additional funding paid for staff to support disadvantaged pupils. However, this expenditure had a limited impact on the standards attained by disadvantaged pupils. Leaders predicted that these pupils would reach age-related expectations. However, many did not.
- The leader with responsibility for overseeing the achievement of disadvantaged pupils has a reasonable understanding of weaknesses and how pupil premium funding should be spent. The school's current plan correctly recognises, for example, that higher-ability disadvantaged pupils in Year 3 are not making enough progress from their different starting points. The recommended actions within this plan are focused on helping disadvantaged pupils to make better progress, but these actions have yet to be fully implemented. The plan does not make reference to all of the funding that the school has been given. Neither is it clear how leaders and governors will measure the effectiveness of the actions.
- The use of special educational needs funding has had a variable impact on pupils' achievement. The extra support that these pupils receive, such as with reading, enables them to build effectively on their previous skills and knowledge. This funding also contributes towards additional adult support for pupils during lessons. The adults working with pupils who have special educational needs and/or disabilities provide useful guidance. However, their impact is reduced because the pupils' activities are not consistently well matched to their particular learning needs.
- The school curriculum does not cater well for pupils of different abilities. In subjects such as geography, pupils are often set the same activity regardless of what they already know and can do. This results in work that is too difficult for some and too easy for others.
- The art and design curriculum is well planned and gives pupils the chance to be creative, use their imagination and learn how to use different materials to present their ideas. In Year 4, for example, a group of pupils were engrossed as they manipulated

clay to create Christmas decorations. One pupil carefully sculptured the clay to create an angel before proudly sharing his work with his classmates and adults.

- Pupils are adequately prepared for life in modern Britain. They show respect to one another and have a growing awareness of religions and cultures that are different to their own. School council elections give pupils the chance to learn about democracy. Through visits and assemblies pupils are encouraged to reflect on key moments in British history. Pupils in Year 2, for instance, spoke articulately about the importance of Remembrance Day and its significance. Pupils enjoy visiting different places and using the school's 'forest school' area. In the words of the pupils, these experiences make learning 'fun' and help them to 'learn about their environment and community'.
- The primary school sports funding is making a positive difference to pupils' fitness and health. Pupils enjoy taking part in the 'daily mile' walk in the school playground and taking part in after-school clubs, such as football and dance. They understand the importance of keeping fit and eating healthily.
- School leaders, staff and governors are committed to involving parents in the life of the school. Regular newsletters and the school website are just some of the ways that parents are kept up to date with events. The vast majority of parents who spoke with inspectors were positive about the work of the school.
- Since the previous inspection in 2014, the local authority has helped the school to improve its provision for two-year-old children. The school has also received useful advice in relation to mathematics. However, the local authority's recommendations for mathematics have not been fully implemented by leaders. Consequently, this support has had limited impact. Shortly before this inspection, the local authority agreed with senior leaders to carry out a review of the school's work, including its safeguarding procedures.
- The school may not appoint newly qualified teachers.

Governance of the school

- Governance is inadequate because governors are not fulfilling their statutory responsibilities or holding leaders rigorously to account.
- Governors do not know, for instance, that staff have not read the Department for Education's safeguarding information that was published in September 2016. Neither do they check that risk assessments, such as those relating to activities carried out on the school site, are regularly reviewed. Additionally, governors do not ensure that the pupil premium is used effectively so that disadvantaged pupils make good progress.
- The chair of the governing body analyses the school's published information about pupils' achievement so he can check what it shows for himself and then discuss this with other governors. However, and despite knowing that there are pupils in the school who are not achieving as well as they should, the governing body does not sufficiently challenge school leaders about the pupils who are underachieving.
- During visits and meetings, governors ask suitable questions about the actions that leaders take to tackle weaknesses. Nevertheless, they do not carefully check that these actions are making enough of a difference to pupils' learning. This leads to a mismatch between what they think is happening in the school and the reality.

Safeguarding

- The arrangements for safeguarding are not effective. Staff do not consistently follow advice from Dudley's children's safeguarding board when they are alerted to a concern

about a pupil.

- The school's records relating to child protection concerns are not comprehensive. Not all staff make sure that their records are sufficiently detailed or that they record discussions such as those with external agencies or reasons for any decisions made. Leaders recently recognised that their systems were in need of improvement. Although they introduced a new system for recording safeguarding concerns, shortcomings remain.
- The single central record, which contains information about the staff working in the school, is not accurate. At the start of the inspection, information relating to staff references on the single central record did not align with the information that was available in individual staff files.
- The school's family support worker keeps a close check on pupils who are identified as requiring further support. She works well with external agencies to obtain additional help for pupils and their families. However, when senior leaders have concerns about the inactions of an agency, they do not make full use of Dudley's escalation protocols to alert the local authority to where weaknesses lie in order to improve services for pupils and families.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching varies considerably across the school. There is not enough effective teaching to help pupils make at least good progress and reach higher standards by the time they leave Year 6.
- At the end of last academic year, senior leaders recognised that the school's assessment system was not providing them with enough information about the progress of pupils from their different starting points. Leaders took appropriate steps in response to this and developed their own supplementary system. However, teachers do not make effective use of this assessment information to plan suitably challenging work for the pupils in their classes.
- The most able pupils are often asked to complete the same work as their peers before being permitted to move on to more challenging work. This inhibits the progress they make. In contrast, the work for pupils who have special educational needs and/or disabilities is either too difficult so they struggle to complete it on their own, or it is too simplistic.
- Teaching in mathematics does not consistently help pupils to make strong gains in their learning. Opportunities for pupils to develop their reasoning skills and solve complex problems in mathematics are limited. Work in books and discussions with pupils indicate that activities do not always build on what pupils can already do. For example, the most able pupils in Year 2 were clearly capable of subtracting from numbers up to 100. However, in some lessons pupils were only required to subtract facts to 20. The pupils told inspectors this was too easy for them.
- Some teachers' assessments of pupils' abilities are not accurate. Pupils' written work in books does not match the information in the school's records of pupils' achievement. Spelling is weak and pupils do not use punctuation and grammar correctly when they write. This is especially the case for pupils of middle and lower ability. The activities that pupils sometimes have to complete are dull and do not inspire them. In Year 3 for instance, work in pupils' books showed that a group of lower-ability pupils had spent several weeks writing simple sentences with a capital letter and full stop. Opportunities

to develop other skills were limited.

- Teachers do not insist that pupils' work is consistently well presented. Some pupils reverse their letters and numbers and do not write neatly. Pupils who present their work well are rewarded with a 'pen licence'. This encourages some pupils to take greater care with their work.
- In some lessons, staff do not check that the work provided for pupils who have special educational needs and/or disabilities is appropriate. There were a number of occasions during the inspection when these pupils could not read the information provided by their teacher. This prevented them from completing their activity successfully.
- The teaching of reading is helping the most able pupils to read with confidence and expression. These pupils are becoming more skilful at using clues in the text to work out the meanings of new words and phrases. Staff are aware that not all lower-ability pupils read at home and therefore make sure they listen to these pupils read in school. Lower-ability pupils are getting better at using their phonic knowledge to read unfamiliar words.
- Teaching in some classes is helping pupils to make strong gains in their learning and in different subjects. This is because teachers in these classes set work that appropriately challenges pupils. In a Year 6 mathematics lesson, for example, the most able pupils were asked to use their knowledge of numbers, including fractions, to solve a range of problems. The pupils discussed alternative strategies with confidence and worked together enthusiastically to find solutions.
- Relationships between pupils and adults are positive. Most pupils are keen to respond to questions and they listen carefully to their teachers and teaching assistants. Some teachers use questions well to extend pupils' knowledge and to encourage pupils to review their work and identify what could be improved.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils are not entirely safe because of serious weaknesses in the school's safeguarding procedures. Senior leaders and staff do not have an up-to-date understanding of statutory guidance. Senior leaders do not always adhere to advice from Dudley's children's safeguarding board.
- The vast majority of pupils are patient and persevere, even when their work fails to engage them. Occasionally, some pupils become frustrated when they find activities difficult. They sit and wait for a teacher to notice because they do not have the strategies required to tackle their work.
- Older pupils have a good understanding about different types of bullying, while younger pupils are not so sure. Pupils of all ages know who to speak to if they have any concerns. School records show that incidents of bullying are rare and dealt with appropriately.
- Pupils say that they feel secure at school and know how to keep themselves safe. For example, pupils understand the importance of crossing the road carefully and keeping personal information secure when using the internet.

- Pupils enjoy taking on responsibilities. Members of the school council regularly gather pupils' views and suggest improvements. Following a meeting with the catering staff for instance, they introduced a salad cart that is proving to be popular with pupils.

Behaviour

- The behaviour of pupils requires improvement.
- During the inspection, inspectors witnessed a few pupils, including in the Reception Year, not playing together well. A small number, for instance, were observed deliberately pushing other pupils. However, most pupils play together appropriately. They share playground equipment well and take turns when playing group games.
- In lessons, most pupils usually demonstrate positive attitudes to learning. They sit and listen calmly and respond particularly positively when activities capture their interest. Pupils have varied views of behaviour. Many described behaviour as 'okay'. Some said that a few pupils do not listen when the teacher is speaking and that these pupils shout out in lessons. They added that these pupils are better behaved when visitors are in school.
- Pupils are polite and welcoming. They are keen to talk about their work when asked. Pupils are proud of their school and they help to keep their classrooms and corridor areas tidy. At lunchtime, they make sure that they clear up after themselves once they have finished eating.
- Staff provide the small number of pupils who sometimes find it difficult to adhere to school rules with suitable support. Pupils are encouraged to reflect on their behaviour and consider alternative ways of managing any potential conflicts. Pupils told inspectors that the number of incidents of poor behaviour is small and that staff deal with them fairly. School records confirm this to be the case.
- Pupils' attendance has improved and is closer to the national average for primary schools than previously. There are a number of reasons for this. The member of staff with responsibility for pupils' attendance regularly checks the attendance of individuals. External agencies are asked to support individual pupils and their families when concerns are identified. Additionally, pupils who attend regularly or whose attendance improves are suitably recognised with a range of rewards.

Outcomes for pupils

Inadequate

- Pupils currently in the school do not make enough progress from their different starting points, as confirmed by work in pupils' books and visits to lessons. This is particularly the case in Reception Year and Years 1 to 6. The school's own information shows that, in the last academic year, a significant number of disadvantaged pupils and pupils who have special educational needs and/or disabilities did not make enough progress. However, the school's assessment information is not completely accurate. The standard of work in pupils' books does not consistently match teachers' more positive view of pupils' achievements.
- Leaders are not taking enough action to ensure that all teachers prepare pupils for the next stage in their education. When teachers plan work, they do not focus enough on what pupils of different abilities already know, understand and can do. This includes pupils who have special educational needs and/or disabilities.

- Pupil premium funding is not used effectively. Disadvantaged pupils do not receive the support that they need to succeed. Consequently, the differences between the attainment of disadvantaged pupils in the school and pupils nationally persist.
- The most able pupils at the school are not consistently challenged by the work they are set. This prevents them from working at a greater depth and making at least good progress by the time they leave the school.
- Underachievement is prevalent in English, mathematics and in the wider curriculum. The exception is art and design. Pupils' work shows that, as they move through the school, they learn a broad range of art skills and learn to use different materials skilfully.
- The school's 2016 provisional results show a mixed picture of performance across subjects and year groups. The overall standards attained by pupils in Year 6 were below those expected in reading, mathematics, and English grammar, punctuation and spelling. This was especially the case for lower- and middle-ability pupils and disadvantaged pupils. Attainment in writing was above the national average. The proportion of pupils working at a higher level was below the national figures in all subjects.
- The majority of pupils in Year 6 last year did not make the progress they should from their different starting points in reading and mathematics. In comparison, they made better than expected progress in writing.
- At the end of Year 2, the proportion of pupils who reached the expected standard in reading, writing and mathematics was above the national average. The percentage of disadvantaged pupils who reached the expected standard was broadly similar to the national average. The proportion of pupils working at greater depth was below the national figures in all areas. In the Year 1 phonics check, the proportion reaching the required standard was below the national average.
- In a few classes, effective teaching helps pupils to achieve well. However, because teaching is too variable in the school, any gains that pupils make in these classes are not built on effectively when they move to another class. This results in inadequate achievement over time.

Early years provision

Inadequate

- Early years leaders do not have an accurate understanding of the weaknesses in this phase and do not ensure that children are well prepared for Year 1.
- Safeguarding in the early years is inadequate because of significant weaknesses in the safeguarding arrangements across the school. There are also specific safeguarding weaknesses in the early years. For example, staff told inspectors that they regularly carry out risk assessments. However, they were not clear about what they check to ensure that children are always safe. During the inspection, children in Reception were observed running and intentionally pushing one another in unsupervised areas.
- Some children do not behave well in the Reception Year. This is particularly the case when they are working on their own. In the outside area for example, a group of Reception children picked up two large crates, pushed a child into the middle and refused to let the child free. An adult stood nearby and did nothing. The children stopped and put the crates down when an inspector approached. Noise levels in the Reception classes are high and it is sometimes difficult for children to hear each other.

- Children make inadequate progress during their time in the early years. Although children begin to develop the necessary skills and knowledge in Nursery, weak provision in the Reception Year has a detrimental impact on children's learning and development.
- Most children join the school with skills that are typically below those expected for their age. By the time they leave the Reception Year, the proportion at a good level of development remains below the national average.
- The early years funding for disadvantaged children is not used effectively. Outcomes for disadvantaged children at the end of Reception Year have been low during the last two years. The difference between their achievement and children nationally is not diminishing.
- In Reception Year, staff do not make effective use of the information they have about children's learning to plan work that consistently helps children to achieve well. For example, the most able children are not sufficiently challenged because their activities are too simplistic. Comparatively, the activities for the pupils who have special educational needs and/or disabilities are overly complex. Consequently, these children struggle. Some of the activities in the Reception outdoor area lack purpose and contribute very little to children's learning and development.
- During the inspection, groups of children wandered around the Reception classrooms aimlessly. They showed very little interest in the activities around the room. In contrast, when the children were with an adult, they listened carefully and participated in discussions with enthusiasm. Adults use praise to encourage children to remain focused and children take great delight in showing adults their work.
- The Nursery promotes a calm environment. The children cooperate, listen well, work and play safely and remain focused when participating in different activities. Adults use questions to challenge children and to encourage them to explain what they are learning. In one instance, children were thoroughly enjoying making oxygen tanks. Adults encouraged the children to refine and improve their tanks while also encouraging them to talk about the role of firefighters. This activity made a strong contribution to children's language development and motivated them to improve their designs.
- Children who attend 'Time for Twos' benefit from a similar level of education as in the Nursery. Adults promote the development of children's skills across the different areas of learning by planning purposeful activities. For instance, while constructing their own model farm, the adults successfully encouraged the children to use simple sentences to confidently name, describe and count the animals. This aided their early language and number development.
- Children settle quickly when they join the school because of effective links with parents. Home visits made by staff coupled with carefully planned induction visits for children to school, give staff the chance to get to know children and their parents well. Staff throughout the early years encourage parents to share and celebrate their children's achievement. For instance, parents can use an electronic system to share photographs of their children's learning at home. This provides staff with additional and helpful information about their children's learning and development.

School details

Unique reference number	103831
Local authority	Dudley
Inspection number	10026130
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	637
Appropriate authority	The governing body
Chair	Keith Corns
Headteacher	Jill Craig
Telephone number	01384 816 845
Website	http://www.priory.dudley.sch.uk
Email address	info@priory.dudley.sch.uk
Date of previous inspection	2–3 July 2014

Information about this school

- Priory Primary is larger than the average primary school.
- The school met the government's floor standards in 2015, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The proportion of pupils supported by the pupil premium is above average.
- Almost three quarters of pupils are White British. The remainder are from a number of other minority ethnic groups.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The school has a Nursery and it also has provision for two-years-olds. Both are managed by the governing body.
- The school meets requirements on the publication of specified information on its website.
- Concerns raised by a child during the inspection are being examined by the appropriate bodies.

Information about this inspection

- The inspection was carried out following a complaint made to Ofsted which raised serious concerns. Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish whether school leaders and governors were ensuring that safeguarding procedures were effective and outcomes for pupils remained good.
- Inspectors observed learning in all year groups. Some of these observations were carried out jointly with senior leaders.
- Inspectors looked at examples of pupils' work in a range of subjects and spoke with pupils about their work.
- Meetings were held with senior leaders, the school's family support worker, the member of staff responsible for overseeing pupils' attendance, other staff members, pupils and two members of the governing body.
- Inspectors met with two local authority representatives and spoke with one on the telephone.
- Inspectors scrutinised the school's website.
- Inspectors spoke with a number of parents on the playground and took account of the school's survey of parents' views. There were insufficient responses to the Ofsted online questionnaire, Parent View, to be considered.
- Inspectors reviewed a range of documentation relating to safeguarding, attendance, pupils' behaviour and achievement. The school improvement plan and leaders' action plans were reviewed, together with the school's own evaluation of its performance.

Inspection team

Usha Devi, lead inspector	Her Majesty's Inspector
Tim Hill	Her Majesty's Inspector
Michael Appleby	Ofsted Inspector
Sue Parker	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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