

Westleigh High School

Westleigh Lane, Leigh, Lancashire WN7 5NL

Inspection dates

13–14 December 2016

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

Summary of key findings for parents and pupils

This is an inadequate school

- In recent years the standards pupils have achieved in the school have been inadequate.
- In 2016 pupils in Year 11 made very slow progress from their different starting points. Boys and some pupils who have special educational needs and/or disabilities underachieved considerably.
- Pupils do not make the progress of which they are capable in a range of subjects. In 2016, Year 11 pupils' progress in English, mathematics, science, modern languages and humanities was poor.
- The difference between the progress of disadvantaged pupils and other pupils nationally is not diminishing. In 2016, the progress made by disadvantaged pupils was particularly low for English and mathematics.
- The quality of teaching is not yet routinely good. Teachers do not have consistently high expectations of what pupils can and should achieve. As a result, pupils' progress is slow.
- Teachers do not routinely use the information they have about where pupils are in their learning to plan for more rapid progress. Sometimes all pupils do the same work, regardless of their ability. There is a lack of challenge.
- Some teachers' questioning is not used well enough to deepen pupils' knowledge and understanding. Consequently, pupils make slow progress.
- Leaders do not ensure that the school's policies are consistently applied. Staff do not have consistently high expectations.
- Leaders have not eradicated low-level disruption, especially in Year 11. As a result, some pupils' learning and progress are slow.
- Pupils' attitudes to learning vary. Sometimes pupils do not show resilience and perseverance in their learning. Hence, pupils do not achieve as well as they should.
- Pupils' literacy skills are not sufficiently developed to enable them to excel.

The school has the following strengths

- The new leadership team's plans to improve the school are clearly thought out, sharp and robust. Leaders demonstrate capacity to take the school forward.
- Leaders and governors have taken decisive action to improve the quality of teaching across the school. As a result, more pupils are now engaged in their learning.
- Transition arrangements are effective.
- Leaders are fully committed to supporting teachers' ongoing training. Consequently, teachers are re-energised and are determined that pupils will make better progress. This is especially the case in key stage 3.
- Improvements are already being seen in the attainment of current pupils, although they are still lower than national standards.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Improve leadership and management by:
 - continuing to create a culture where all pupils, irrespective of background or ability, have good opportunities to achieve
 - raising further teachers' expectations of how well pupils can achieve across the school and across subjects
 - ensuring consistent application of school policies, relating to teaching, learning, assessment and behaviour
 - continuing to deliver high-quality ongoing staff training to improve the quality of teaching, learning and assessment.
- Improve outcomes for pupils by:
 - accelerating the progress made by boys and disadvantaged pupils, including the most able disadvantaged pupils
 - ensuring that pupils who have special educational needs and/or disabilities make the progress of which they are capable
 - continuing to improve the provision in English, mathematics, science, modern foreign languages and humanities
 - ensuring that pupils reach the standards of which they are capable.
- Improve pupils' personal development, behaviour and welfare by:
 - building pupils' perseverance and resilience so that they can cope with challenges in their learning
 - eradicating low-level disruption in lessons.
- Improve the quality of teaching by:
 - ensuring that teachers use the information they have about their pupils to plan learning that challenges pupils to achieve their potential
 - sharpening teachers' questioning skills so that pupils can develop a deeper understanding of the concepts being studied and apply that knowledge to a range of contexts
 - continuing to improve pupils' literacy skills so that they can make more rapid progress
 - ensuring that teachers have consistently high expectations of what pupils can and should achieve.

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

Requires improvement

- Leaders, including governors, have an overgenerous view of the quality of education provided by the school. Over time, standards have been extremely low. Prior to the appointment of the new leadership team, leaders and governors have not taken effective action to improve the school. As a result, many pupils have left the school having made much less progress than they should.
- The new leadership team has begun to make considerable changes to Westleigh High School. While pupil achievement overall is inadequate, there are signs of improvement in key stage 3.
- Leaders' plans to spend the pupil premium funding to improve outcomes for disadvantaged pupils have been ineffective. The standards that disadvantaged pupils have reached have been very low. The new headteacher has made strategic changes to ensure that the funding is now targeted to those areas which will have the biggest impact. It is, however, too soon to see the impact of these changes on disadvantaged pupils' outcomes, especially in key stage 4.
- Currently, leaders do not ensure that the school's policies relating to teaching, learning, assessment and behaviour are consistently applied across the school. As a result, pupils' behaviour is not yet as good as it should be and the quality of teaching is not yet consistently good. This variability has a negative impact on pupils' progress.
- The work that leaders do to increase the expectations that teachers have of their pupils is strong. However, these higher expectations are not yet evident in every classroom. Some persistent lower expectations impede pupils' progress. Consequently, there is still evidence of pupils' underperformance.
- Leadership is now strengthening at all levels. Newly appointed middle leaders in English and mathematics, for example, know what they need to do to raise standards. As these leaders are relatively new to post, it is too early to see the impact of their work on pupils' progress consistently across the school.
- The headteacher has wasted no time in recruiting high-quality senior leaders. He has appointed people who can make the changes needed to Westleigh High School so that all pupils succeed in the future.
- The curriculum is now broad and balanced. Leaders have made systemic changes to the school's curriculum to ensure that pupils can study the range of qualifications that will prepare them for life in modern Britain. Leaders have also made changes to the key stage 3 curriculum to ensure that pupils have more time to study those subjects that will prepare them more fully for key stage 4. It is, however, too early to see the impact of these changes on pupils' outcomes, especially in key stage 4 and for boys and the disadvantaged.
- Transition arrangements are effective. This is a key strength of the school. Pupils in Year 7 feel well supported and immediately part of the Westleigh family. By the end of key stage 4, pupils have the advice and guidance that they need to progress to further education, employment or training.
- The new leadership team's plans to improve the school are clearly thought out, sharp

and robust. Leaders demonstrate clear capacity to take the school forward. They recognise that they are only at the start of their journey. Leaders know that there is still much to do to improve the quality of teaching and increase the rates of progress that pupils make. Their drive and determination to ensure that the school is the very best is tangible.

- The new leadership team is acutely aware of the issues that they need to address to raise standards. They have effective actions in place to tackle low standards and poor teaching head on. However, the historic underachievement of pupils means that there is much to do to address the current shortfall in the knowledge and skills that pupils have.
- The new deputy headteacher has begun to transform teaching across the school. There is now a comprehensive system of ongoing staff training. Teachers and middle leaders are enthused by the many new initiatives that are available to them. Lead practitioners, coaches, advanced coaches and a 'teacher toolkit' are just some of the new ways leaders are using to improve teaching and learning so that more pupils succeed.
- Leaders ensure that those pupils who enter the school below the expected standard in English and mathematics catch up successfully. The extra funding to support pupils who enter the school below the expected standard is used well.
- The school's system for performance management of teachers is much stronger this year than previously. There is now a focus on key priorities for improvement and the headteacher is adamant that the system is robust. It is, however, too early to see the impact of this on the quality of teaching across all areas of the school.
- The new headteacher has increased staff morale, reduced staff absence and brought a much-needed renewed sense of purpose to the school community. Despite his best efforts, it is still too early to see the impact of the many positive initiatives he has introduced. This is because of the considerable ground that must be covered to compensate for a legacy of underachievement.
- Leaders' work to promote British values is good. The school council has a truly democratic voice in the school and as such, pupils work with leaders to make changes on behalf of their school community. Elections are held for members of the council. In addition, Year 8 pupils learn about government and politics. They develop an understanding of how the British parliament works. Leaders work hard to ensure that pupils know about the importance of the rule of law. One way they do this is by ensuring that more pupils understand the school's new behaviour policy and follow it. Although pupils' behaviour in lessons is not yet consistently good, around the school site pupils show respect for the environment and each other.
- The provision for pupils' spiritual, moral, social and cultural (SMSC) development is good. It is well coordinated and managed. Leaders have now ensured that all teachers know how to promote SMSC effectively across the curriculum. Pupils give generously to charity. They engage in voluntary work, for example, on the 'Teen and Toddlers' programme. Added to this, pupils engage in 'The Lionheart Challenge'. Recently, this project challenged Year 10 pupils to think deeply about their local community and identify people who could be the most vulnerable. Pupils were tasked with developing a community-action project to support the most vulnerable in their local area.

Governance of the school

- Governors have overseen poor standards in the school in recent years. They have allowed the school to go through a period of decline. The progress pupils make is poor. Governors are aware that there is still much work to do with current pupils, especially in key stage 4, to ensure that all pupils make the progress of which they are capable.
- Recently, the governing body has reconstituted to make itself more effective. Members of the governing body have completed a skills audit. Following this audit, governors have recruited new members who have expertise in the primary phase, analysing school data and information, post-16 education and special educational needs and/or disabilities. The governing body is now well placed to challenge the headteacher to improve standards. It is, however, too early to see the impact of those changes on pupils' outcomes.
- Governors are now acutely aware of what needs to be done to secure a better standard of education for the pupils at Westleigh High School. They have full confidence in the appointment of the headteacher and his leadership team. Governors, alongside the headteacher, have taken difficult decisions to replace teachers and middle leaders in several subject areas.
- Governors undertake their safeguarding responsibilities rigorously. They receive regular reports on the effectiveness of the school's policies and procedures.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, including governors, take the safeguarding of their pupils extremely seriously. As part of the school improvement plan, leaders commissioned a safeguarding audit. The effectiveness of their provision was recognised by the award of a kitemark for safeguarding in 2016.
- Staff receive regular training to help them to recognise signs of abuse. New staff are given a full induction pack so that they understand how to keep children safe. The revised school safeguarding policy contains information on how staff should respond to incidents of 'sexting'. It also outlines procedures for pupils at risk of radicalisation or extremism. Consequently, leaders ensure that staff are well trained to keep pupils safe.
- Leaders ensure that there are appropriate filtering systems in place to keep pupils safe online. Pupils are taught about online safety through the curriculum. Parents and pupils also receive updates through the school's magazine, for example 'safety settings and privacy settings for social media apps'. For these reasons, pupils are aware of the dangers that face them when using technology.
- Leaders work effectively with parents to keep children safe. Referrals to multi-agencies are timely and appropriate. Out of 487 responses to Parent View, practically every person who responded said that the school keeps their child safe. Parents believe that their children are well cared for in school.

Quality of teaching, learning and assessment

Requires improvement

- The new leadership team has reignited a spark in teachers which has led to improvement in the quality of teaching. Pupils have noticed the change and they value

their teachers' renewed energy and enjoy learning. As a result, more pupils engage with their learning.

- Teachers have found that pupils need to revisit work that they should already know and have consolidated because of poor-quality teaching in the past. Consequently, pupils' progress is not as rapid as it should be.
- The quality of teaching varies too much. Teachers do not routinely plan work that stretches and challenges pupils to think for themselves. In some subjects, teachers do not use the information that they have about pupils' prior learning to plan activities that will help them to achieve their potential. Sometimes teachers' expectations of what pupils can and should achieve are low. This leads to some poor behaviour.
- Sometimes pupils are given the option to complete different work from that of their peers, and are invited to choose the level of difficulty. Some pupils choose work that is too easy for them. The result is that these pupils' progress is slow.
- Some teachers' questioning is not used well enough to deepen pupils' knowledge and understanding. Misconceptions are not consistently put right. Pupils are not routinely expected to explain their answers and pupils' progress therefore falters.
- Although teachers' subject knowledge is generally secure across most subjects, errors are made by some teachers in mathematics. As a result, pupils do not develop the skills and knowledge they need to solve mathematical problems. This also slows their learning and progress.
- Although pupils' literacy is a key area of concern for leaders, teachers do not consistently improve pupils' skills in different subjects. The teaching of literacy is particularly weak, for example in mathematics. This means that pupils are not sufficiently prepared to excel in their examinations.
- Pupils' response to teachers' feedback varies. Pupils do not always act on the feedback their teachers give them, as required by the school's own policy. This particularly affects the progress made by disadvantaged pupils and boys.
- When pupils assess each other's work, they do not always have the vocabulary or the knowledge to do so effectively.
- In some subjects teachers use some most-able pupils as leaders of learning. While this is valuable for other pupils in the class, some lead learners sometimes do not fully understand the concepts being studied. Furthermore, lead learners then do not continue to make the progress of which they are capable. As a result, misconceptions are reinforced in other pupils and lead learners' progress is slow.
- Some pupils do not take sufficient pride in their work. In some subjects, lower expectations lead to poor-quality work. Disadvantaged pupils and boys do not routinely produce work of the same quality as other pupils. This has a detrimental impact on their overall progress and achievement.
- Homework is set regularly and pupils complete the assigned tasks. This makes a valuable contribution to pupils' overall progress.
- In Years 7 and 8, pupils are beginning to make stronger progress. The new headteacher's drive and passion to make sure that all pupils achieve equally well has made the biggest impact so far on these year groups. As a result, pupils in these year groups are making faster progress.

- Extra-curricular provision is a strong feature of the school. Pupils have access to a wide range of clubs, including sports, drama, arts and crafts, in addition to a range of study-support clubs. Staff also give time at weekends to ensure that pupils can catch up, for example in art, where they have fallen behind. Pupils value the range of activities and the time that their teachers afford to them.
- There are strong relationships between pupils and staff. Most pupils want to do well for themselves and their teachers. A renewed approach to teaching, learning and assessment provides a strong foundation for pupils to 'Aspire and Achieve Together'.
- Leaders have introduced a set of 'non-negotiables' for teaching. These have been devised by staff. Staff now regularly discuss how to improve the quality of teaching so that it positively affects pupils' progress. There is, therefore, capacity to continue to improve teaching across the school.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils receive appropriate careers advice and guidance. Pupils value the support that they receive from their specialist careers adviser and the help they receive with their personal statements. They have access to numerous events, for example the Year 10 Science, Technology, Engineering and Mathematics Careers Fair and visits by specialists from prestigious universities. Consequently, pupils feel well prepared to take the next steps in their education, employment or training.
- Pupils have the opportunity to undertake leadership roles in the school, for example as senior student leaders. They have a strong voice in the school. Pupils are sent a survey question each week which covers key issues. They complete a half-termly form survey. The findings are discussed by the school council and the headteacher. The student council is a highly active part of life at Westleigh High School. It is currently working to improve the school canteen. As a result, pupils feel that their voice is valued.
- Bullying is rare. Pupils say that when bullying does occur, it is dealt with swiftly and effectively. Consequently, the vast majority of pupils say that they feel safe in their school.
- The school's personal, social, health and economic education programme is valued by pupils in key stage 4. In key stage 3, pupils follow the school's personal and learning skills programme. Pupils enjoy the range of areas that they study. They learn about a variety of topics, for example democracy and international relations. They also learn about healthy living, sex and relationships. Consequently, pupils are very accepting of different relationships and value each person's own identity. They understand the importance of treating people equally. Pupils are adamant, for example, that homophobia should never be tolerated.
- Pupils who attend off-site provision are safe. The school ensures that their attendance is monitored and communication between providers and the school is strong. Leaders check on pupils' progress regularly.
- Although most pupils are confident and self-assured, some do not show sufficient resilience and perseverance in their learning. Some pupils do not routinely commit

themselves to positive learning behaviour. In addition, the quality of their work is occasionally poor. Consequently, these pupils do not achieve as well as they should because they are prepared to give up too easily.

Behaviour

- The behaviour of pupils requires improvement.
- In some lessons, especially in key stage 4, pupils' behaviour is not as good as it should be. There are incidents of low-level disruption that stop the flow of learning. Pupils confirm that behaviour varies between subjects and between classes. They value the new behaviour policy that the headteacher has introduced. Pupils feel that it is positive and is making things better. However, not all teachers apply it consistently. As a result, some pupils do not make the progress of which they are capable.
- The absence rate of pupils without an education, health and care plan but who have special educational needs and/or disabilities is still high. Leaders have appropriate strategies to reduce this figure further.
- Overall attendance rates are improving. In 2016 attendance was broadly in line with the national average. The proportion of pupils who are persistently absent from school is also decreasing. Leaders' work to improve the attendance of disadvantaged pupils is showing some success.
- The headteacher is relentless in his drive to ensure that only the best standards of behaviour are acceptable in the school. However, although decreasing, there is still a higher proportion of disadvantaged pupils who are excluded within the school's own internal exclusion area.
- Pupils' behaviour around the school is good. Pupils treat each other with respect and courtesy. During social times pupils are well behaved and they wear their uniforms with pride. Pupils say that behaviour during breaktimes has improved significantly since the new headteacher introduced a 'zero tolerance' approach to misbehaviour.

Outcomes for pupils

Inadequate

- Over time, pupils have underachieved significantly at Westleigh High School. Consequently, a significant proportion of pupils leave the school having made poor progress.
- In 2016, pupils' progress in mathematics, science, modern languages and humanities was again weak. Progress in English also declined in 2016. In English, modern languages and humanities, pupils made some of the lowest rates of progress in the country. The school's own information suggests that in 2017 the number of pupils who will achieve a good GCSE pass in English and mathematics will improve. That said, the same information shows that the amount of progress pupils will make across a range of subjects is stubbornly low. As a result, pupils are not well prepared to make the most of opportunities in modern Britain.
- Boys have underachieved for far too long. In 2016 the progress made by boys was woeful in a range of subjects, including English and mathematics. Leaders' own information about pupils in the current Year 11 and Year 10 shows that boys continue to make far less progress than girls. However, leaders' work to improve the progress made by boys is more successful in key stage 3.

- The difference between the progress of disadvantaged pupils and other pupils nationally is not diminishing. In 2016, the progress made by disadvantaged pupils was in the lowest percentile nationally across a range of subjects, including English and mathematics. In the current Year 11, although the progress of disadvantaged pupils is better than in previous years, it continues to be weak.
- The progress made by disadvantaged boys is inadequate. The school's own information shows that in English and mathematics, in the current Year 11, disadvantaged boys make significantly less progress than other pupils nationally. As a result, disadvantaged boys' progress is dismally low.
- The progress made by middle-ability and high-ability pupils is poor. It is much weaker than is seen nationally. Leaders' own information shows that the progress made by middle- and high-ability pupils so far in Year 11 continues to be weak.
- Over time, those pupils without an education, health and care plan who have special educational needs and/or disabilities do not make strong progress. The school's own information shows that the progress of these pupils continues to be slow. Consequently, this group of pupils is ill prepared for the next stages of their education. Conversely, those pupils who have an education, health and care plan make strong progress.
- The proportion of pupils who go on to employment, further education or training is broadly in line with the national average. However, the standards achieved by some pupils limit their aspirations.
- The progress made by pupils in key stage 3 is stronger than that made by pupils in key stage 4. Leaders' work to raise standards has been effective, especially in Years 7 and 8. Consequently, these pupils make faster rates of progress. In Year 9, leaders' work to bridge pupils' knowledge and skills gap is currently less secure.
- Pupils appreciate the time that teachers provide for independent reading, and more opportunities are being afforded to them so that they can develop a love of reading. This is especially the case in key stage 3. Pupils who read to inspectors could describe the characters in their books and explain the key themes. Pupils could not, however, explain the importance of reading, nor the skills that good readers develop.
- The proportion of pupils who achieved a good pass in English and mathematics in 2016 was greater than in the previous year. However, it is still not good enough.
- Since the appointment of the new headteacher, leaders have improved how accurately they assess pupils' progress and attainment. Last year, their predictions for GCSE results were accurate. This gives validity to their current assessment of how well pupils are progressing in their learning.

School details

Unique reference number	106524
Local authority	Wigan
Inspection number	10024223

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	827
Appropriate authority	The governing body
Chair	John Holland
Headteacher	Carlton Bramwell
Telephone number	01942 202580
Website	www.westleighhigh.co.uk
Email address	enquiries@admin.westleigh.wigan.sch.uk
Date of previous inspection	20–21 November 2012

Information about this school

- Westleigh High School is a smaller-than-average secondary school.
- A new headteacher was appointed to the school in September 2015.
- The overwhelming majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is much lower than the national average.
- The proportion of disadvantaged pupils is higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is higher than the national average.
- The school makes use of Fix-it, CAST and New Skills to make alternative provision for some pupils.
- In 2015, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 11.

- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in a range of lessons in key stages 3 and 4. Several observations were conducted jointly with senior leaders. Inspectors also observed form time and an assembly.
- Inspectors undertook an in-depth analysis of pupils' work across a range of subjects throughout the school with leaders. They also looked closely at disadvantaged pupils' work and that of boys. In addition, inspectors looked at a wide range of pupils' work in lessons.
- Meetings were held with the headteacher, senior leaders, members of the governing body, the local authority representative, middle leaders and newly qualified teachers. A phone call was made to the assistant director for children's services, Wigan.
- A range of documentation was scrutinised by the inspection team, including the school's own self-evaluation, the school improvement plan, local authority reports, records of ongoing teacher training and the school's own evaluation of the quality of teaching, learning and assessment. Attendance, behaviour and exclusion records were scrutinised, in addition to records of meetings of the governing body. Inspectors also considered the school's information about how well current pupils are making progress in their learning and its analysis of past pupils' performance.
- Observations of pupils' behaviour were undertaken in and between lessons, during breaktimes and at lunchtimes. Inspectors met formally with a range of pupils across both key stages. They also spoke informally with many more pupils during lessons and around the school.
- Inspectors took into account 487 responses to Ofsted's online questionnaire, Parent View, 21 free-text responses from parents, 40 responses to Ofsted's staff questionnaire and 120 responses to Ofsted's pupil questionnaire.

Inspection team

Jonathan Smart, lead inspector	Her Majesty's Inspector
David Woodhouse	Ofsted Inspector
Jane Holmes	Ofsted Inspector
Lenford White	Ofsted Inspector
Timothy Gartside	Ofsted Inspector
Christine Veitch	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017