

# Richmond Hill Primary School

Clark Lane, Leeds, West Yorkshire LS9 8PN

## Inspection dates

10–11 January 2017

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	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- The overall effectiveness of the school has declined since the last inspection because of weak leadership and weak teaching over time.
- Pupils' outcomes across key stages 1 and 2 are inadequate. Progress is weak across a wide range of subjects, including in writing, and is especially weak in mathematics and in reading.
- Over time, actions taken by leaders and managers have failed to improve pupils' progress. Governors and the headteacher have not established effective middle leadership to overcome weaknesses across the school.
- The quality of teaching is inadequate. Assessment of pupils' learning is weak, expectations are too low and the work set for pupils does not match their needs and abilities.
- The work of teaching assistants is very variable and is not managed well by teachers.
- Pupils' behaviour is inadequate. Attendance is low for disadvantaged pupils and for those who have support for special educational needs and/or disabilities. Too much learning time is lost in dealing with misbehaviour in class.
- Leaders have not checked the quality of teaching and learning thoroughly enough. Reading, writing and mathematics are not checked systematically across the curriculum. As a result, pupils underachieve and are not well prepared for their next stage in education.
- Over time, the additional government funding for disadvantaged pupils has not been used effectively. Consequently, these pupils underachieve considerably.
- Leaders' views of the effectiveness of the school are too generous. Plans for improvement are weak and are not strengthening learning. Governors have not held leaders to account well enough and have not fulfilled all of their statutory duties.

### The school has the following strengths

- Children in the early years make good progress because of good teaching and good leadership.
- Safeguarding is effective and the school cares well for its most vulnerable pupils.
- Links with parents are good. This helps pupils settle well into the school, particularly those who speak English as an additional language.

## 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?

- Swiftly improve the quality of teaching in key stages 1 and 2 so it is consistently good and all groups of pupils make good progress especially in reading, writing and mathematics by ensuring that:
  - staff have high expectations of what pupils can achieve to accelerate pupils' progress
  - teachers' assessment of pupils' learning is accurate and informs future learning
  - work set challenges pupils to make good progress and matches their needs and abilities, including the most able pupils
  - teachers promote an interest in reading and check that pupils' reading skills are developing well
  - the teaching of phonics is accurate and of a consistently high quality
  - pupils write extensively across a wide range of subjects and English grammar, punctuation and spelling are checked carefully
  - greater opportunities are provided for pupils to use their mathematical skills in a wide range of subjects
  - the work of teaching assistants is checked thoroughly and managed well.
- Quickly improve pupils' personal development, behaviour and welfare by ensuring that:
  - pupils' attendance rises rapidly, especially the attendance of pupils who are disadvantaged and pupils who have special educational needs and/or disabilities
  - adults manage pupils' behaviour consistently well to make sure learning time is not lost because of misbehaviour
  - expectations of the pride pupils take in their work are higher so they present their work neatly and develop good attitudes to learning.
- Urgently improve the impact of leaders at all levels, including governors, by making sure that:
  - leaders and governors are more thorough in their work to ensure that they have an accurate view of the school's overall effectiveness
  - senior leaders and middle leaders increase their expectations of what is required to ensure that good teaching and good outcomes are occurring
  - effective plans for improvement are developed with sharply focused actions and precise measures for success linked to pupils' progress and the quality of teaching

- the curriculum is well taught across a wide range of subjects to make sure pupils are well prepared for their next stage of education
- pupil premium funding is used effectively and its impact is checked thoroughly to ensure strong progress, high standards and at least average attendance for disadvantaged pupils
- teachers are sufficiently skilled to make sure disadvantaged pupils and those who have support for special educational needs and/or disabilities make good progress
- subject leaders are skilled in checking pupils' learning to make sure that good teaching and good pupil outcomes occur
- middle leaders make sure that staff apply the school's policies consistently and effectively to improve behaviour and the quality of pupils' work
- governors hold the headteacher to account to make sure effective leadership structures are established to improve the work of the school
- governors hold leaders to account rigorously for the quality of teaching and pupils' outcomes
- governors fulfil all their statutory duties and make sure the school's website is compliant.

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

- Over time, the headteacher and governors have not established effective leadership across key stages 1 and 2 as the number of pupils has increased in the school. Inadequate leadership has resulted in weak teaching, pupils underachieving and inadequate behaviour.
- Senior leaders and middle leaders, including subject leaders, have been too generous when checking the work of the school. Pupils' work has not been checked thoroughly enough to gain an accurate view of pupils' outcomes and the quality of teaching across the school. Leaders' expectations are not high enough when assessing the quality of work across the school. They have not checked that staff are applying school policies consistently well. Leadership's capacity to manage the increasing numbers of pupils in the school is ineffective.
- Plans for improvement do not focus sharply on the key actions required to improve the effectiveness of the school. Measures to judge the success of actions are vague and lack precision. These aspects limit the capacity for the school to improve.
- The curriculum is poorly taught. There is a wide range of subjects studied by pupils but because of poor teaching, their knowledge, skills and understanding are poor. The curriculum does not prepare pupils well for their next stage in education as their reading, writing and mathematical skills are not good enough. Pupils say that recent changes to the curriculum are increasing their interest. However, it is too early to see improvements in outcomes for them.
- The performance management system for teachers meets requirements and is used to challenge underperformance and identify professional development. However, it has been ineffective as, over time, teaching and leadership and management are inadequate. A large amount of staff turnover has occurred and this has slowed plans for improvement. The headteacher outlined that there are difficulties in the locality in recruiting teachers of sufficient calibre to meet the needs of the pupils in the school.
- Over time, the use of the pupil premium to support disadvantaged pupils has been ineffective. These pupils have underachieved considerably and have low attendance. Leaders have not checked rigorously the impact of actions taken and how well the money spent is improving pupils' learning and personal development, behaviour and welfare. For example, weak attendance for these pupils as a group is still not monitored well enough to check whether it is improving.
- Leaders have not ensured that pupils who have support for special educational needs and/or disabilities are making effective progress. Teaching does not meet their needs and there is much to do to ensure equality of opportunity for these pupils.
- New leaders are taking on roles of responsibility and are keen to strengthen the school's provision. However, this has been so very recent that the impact of work is not yet beginning to show or work has not yet started. The capacity of these early leaders is not yet proven. Therefore, the capacity of leadership across the school is not secure.
- The physical education and sports funding is used effectively. Pupils engage well in

sporting activity and are successful in competitive sport, particularly in athletics.

- British values, spiritual, moral, social and cultural education are promoted effectively. This is an inclusive school where pupils accept diversity and the many different cultures within the school. The curriculum offers opportunities for pupils to visit places of worship and historical interest. There is a range of opportunities for children to participate in activities before and after school.
- Leadership of the school's provision for pupils with severe and complex needs, the 'rainbow provision' is good.
- The school has a strong commitment to supporting the local community and its parents. There are regular opportunities for parents to participate in coffee mornings, craft club, learning English as a second language as well as a regular market stall offering free and healthy food to the community. Parents have positive views about the school's work.
- The local authority has supported the governance of the school and has shown some success when supporting the school with the behaviour of those pupils who have special educational needs and/or disabilities. Overall, the work of the local authority has not been effective in preventing declining outcomes, weak teaching, low attendance and overall effectiveness that is inadequate.

## **Governance of the school**

- Over time, the work of governors has been inadequate as it has failed to prevent inadequate overall effectiveness. Governors have not fulfilled all their statutory duties and the school's website does not contain the necessary information for it to meet requirements.
- Governors have offered challenge to the headteacher to strengthen the school and its leadership. However, this has not been sufficient to ensure effective leadership, outcomes and behaviour. Governors know that the school supports the community in many ways but it has not served pupils well in making sure their learning is good and teaching is good.
- Governors are clear about the performance of the school in comparison to national averages but have had insufficient influence over time in strengthening pupils' outcomes. Governors check the finances of the school. However, they have not received sufficient information to determine how effective pupil premium funding and funding for pupils who have special educational needs and/or disabilities are being used.
- Since 1 January 2017, a local leader of governance has taken on the role of chair of the governing body and a national leader of governance has joined the governing body in an attempt to strengthen the work of governors.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff are appropriately trained and are vigilant. Appropriate checks are made to ensure that staff are suitable to work with children. Leaders work effectively with other

agencies and parents to ensure that children are safe. The school works closely with social services and services providing advice for adults regarding mental health and other issues to ensure that children are kept safe.

- Record-keeping is meticulous and is used well to protect the most vulnerable pupils who have encountered very difficult challenges in their lives. The school ensures that agencies respond in a timely manner should any matters need attention. Checks are made on those pupils who are regularly absent from school to ensure that they are safe.
- The school has extended its 'password system' used in the early years to the collection of children in Year 1. Should parents not be able to collect children and nominate another adult to collect them, a password has to be given or parents have to be contacted by telephone.
- Governors check the quality of the school's work in safeguarding pupils and know that it is effective.

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

### **Inadequate**

- Weak teaching over time in key stages 1 and 2 has led to pupils underachieving and making inadequate progress, especially in mathematics and reading. Little progress has been made by disadvantaged pupils and those pupils supported for special educational needs and/or disabilities because of the weak teaching they have received.
- Since the previous inspection, there have been significant changes in staffing, regular use of supply teachers and many short-term teachers. This leaves pupils with a lack of continuity in teaching and it has inhibited their progress.
- An analysis of current pupils' work showed that writing skills are weak and mathematical skills poor. Writing skills are not developed well in English lessons and there is very little support for them to be developed across a wide range of subjects. Little attention is given to ensuring the accurate use of English grammar, punctuation and spelling. There are very few opportunities to develop and apply mathematical skills across subjects.
- Assessment of pupils' work is weak as the checking of work is poor. Errors and misconceptions are not being challenged by teachers in class and in pupils' books. Pupils are not given time to improve their work. This leads to poor-quality work and mistakes being repeated. Staff do not follow the school's policy for marking and feedback consistently and this limits pupils' progress.
- Weak assessment leads to work not being effectively planned to inform future learning. Repetition of work that pupils already understand leads to some pupils exhibiting poor behaviour as they are not interested in what is to be done. This leads to learning time being lost as teachers concentrate on the behaviour of some pupils while the learning of others slows.
- Expectations are too low and teachers are not making sure that work matches the needs and abilities of pupils. Pupils, including the most able, are not challenged well enough by the work set for them and they make slow progress. Presentation is highly variable and is not challenged so that pupils can develop pride in what they are doing.

- The work of teaching assistants is not checked well enough by teachers to ensure that the pupils being supported are making effective progress.
- Teachers do not promote reading well enough and there is considerable variation in teaching reading skills and supporting pupils' understanding of what is being read. Some teachers in key stages 1 and 2 are not accurate in teaching phonics skills and this slows pupils' progress.
- There are pockets of effective teaching in key stage 1 and 2 where work is pitched appropriately to meet needs and abilities, assessment informs the next stage of learning and teaching assistants make a good contribution. Pupils engage well in these lessons, take a pride in what they are doing and there are good relationships.
- Teaching in the specialist resource unit is good as the complex needs of the pupils are assessed carefully and accurately. Interesting activities are planned to meet the needs of these pupils and they engage well.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' pride in work is variable although there are some good examples of well-presented work, particularly in Year 6. Attitudes to learning are not consistently positive as pupils interrupt learning and do not always persist well with their work.
- There are pupils who are very pleasant and well-mannered, holding doors open for visitors and welcoming them politely.
- The school has worked well with children to ensure that they are accepting of the diverse cultural backgrounds of all of the pupils in the school. The school is an inclusive community where pupils from all cultures, backgrounds and disabilities are well accepted.
- Democracy is promoted well with children voting for their school councillors. Pupils say they enjoy supporting the work of the school in the community and 'real life' opportunities such as managing a restaurant and serving paying customers. Pupils are keen to help out with the school's initiative to provide free food for the hungry.
- Pupils told inspectors they feel safe in school and that bullying is infrequent. They said that when bullying occurs it is dealt with by the school. Pupils have a good understanding of how to stay safe when using the internet and they are clear about how to stay healthy and keep safe.
- The school has clear and effective procedures to keep children safe at breakfast club. Inspectors noted that relationships between staff and pupils were 'warm and caring' with pupils exhibiting positive behaviours and enjoying the activities on offer.
- The school cares for its vulnerable pupils well by allocating a key worker to these pupils and supporting them. It has recently established a 'nurture provision' to cater for pupils who need individual support outside of the classroom to modify their behaviour.

- The school is open for 52 weeks and arranges activities during holidays to keep in close contact with pupils, especially the most vulnerable. Pupils say they enjoy the postcards sent out by the school in holiday periods as it keeps them in contact with the school.

## Behaviour

- The behaviour of pupils is inadequate.
- Over time, pupils' attendance has been consistently low. Attendance is especially low for disadvantaged pupils and those who receive support for special educational needs and/or disabilities in the main school. It remains low for these pupils and there is little or no sign of improvement.
- Inadequate attendance is having a negative impact on pupils' learning and this is reflected in large gaps in pupils' learning.
- Pupils' behaviour in class can be highly variable and dependent on who is teaching them. Most pupils behave well but there are challenging pupils who do not behave well and can be wilfully disruptive. Teachers told inspectors that senior leaders are supportive in helping to manage such issues.
- Pupils say teachers usually manage misbehaviour appropriately but inspectors noted that there are occasions when this is not the case.
- Exclusions from school are much higher than average; recently, exclusions have started to reduce. Older pupils told inspectors that they felt behaviour in lessons had started to improve in the past few months because of the new behaviour policy being used more consistently.
- The headteacher has recently introduced a flexible morning break for key stage 2 and this has helped to strengthen supervision of the pupils and reduce incidents of inappropriate behaviour. Inspectors saw key stage 1 pupils playing well together when they were all outside. At lunch, pupils behaved in an appropriate manner in the dining hall and when they were outside.
- Parents had mixed views about behaviour although most thought pupils generally behaved appropriately. They felt their children were safe in school.

## Outcomes for pupils

### Inadequate

- Weak teaching and leadership has not strengthened the progress that pupils are making, especially in reading, writing and mathematics.
- For the past two years, the progress that pupils have made across key stage 2 in reading and mathematics has been in the bottom 10% of schools by the time they leave Year 6. In 2016, teachers assessed pupils' progress in writing as average although standards were low. Only one in 10 pupils attained the expected standard in reading, writing and mathematics by the end of Year 6.
- Inspectors' analysis of current pupils' writing skills showed slow progress across both key stages 1 and 2 and very low attainment. The analysis showed weak mathematical skills and poor development of knowledge, skills and understanding across a wide range of subjects. The progress that pupils are making is weak in reading, writing and



mathematics and standards are low. Pupils are not well prepared for their next stage of education.

- Disadvantaged pupils in key stages 1 and 2 make exceptionally slow progress and have done since the previous inspection. Differences between their attainment and that of others nationally have been widening over time and they remain wide. The needs of these pupils have not been identified well enough by the school and government money allocated to support these pupils has not been used well. Poor attendance and weak teaching severely hampers the progress of these pupils.
- Pupils who have special educational needs and/or disabilities, supported in mainstream classes, make very slow progress in their subjects. Leaders have not made sure that teachers and teaching assistants are sufficiently skilled to meet the needs of these pupils. Those pupils with severe and complex educational needs are well supported in the specialist resource unit and make good progress.
- Pupils who speak English as an additional language settle well into the school and are given good support through the school's specialist language provision. These pupils make better progress than other children in school. However, once they have acquired the necessary English language skills, many leave the school after a short period of time. Those who stay and are tested at the end of key stage 2 have made broadly average progress in reading and writing but less than that in mathematics.
- There are exceptionally few most-able pupils in the school. Meaningful comparison between their outcomes and similar pupils nationally are not statistically valid. However, inspectors noted that the most able pupils in school were not challenged well enough by the work set for them and this led to slow progress.
- Inspectors checked pupils' reading skills and found that insufficient progress is being made. Overall, teachers are not supporting pupils well in understanding what they are reading or helping them to enjoy reading, although there are teachers who are supporting pupils' reading development well.
- Leaders have introduced a new scheme to support the development of early reading. The most recent phonics check at the end of Year 1 showed strong improvements for pupils, especially non-disadvantaged pupils. However, overall standards remained weak for disadvantaged pupils. Inspectors found variable teaching of phonics in key stage 1 and this is impeding pupils' progress.

## Early years provision

**Good**

- Staffing in the provision has been much more stable than throughout the rest of the school. Leadership has supported the development of skills and there is a clear understanding of what is required to help pupils make good progress. Adults model expectations well and the school's ethos of getting pupils 'ready to learn' and creating a stimulating learning environment for children is much more embedded in the early years than throughout the rest of the school.
- The large majority of children enter the provision, in Nursery or Reception, with skills that are significantly below those typically found. Other children have skills on entry that are below those typically found. Speech and language skills are the weakest but other skills are also usually very weak on entry. Those entering Reception having spent

time in Nursery are usually better prepared for learning than others entering in Reception.

- Children make good progress. Leadership has made sure that there is good provision for the development of language skills which allows children to access learning in other areas quickly.
- Children make much better progress than in key stages 1 and 2 because of the well-planned activities led by adults, or chosen by children. Interesting activities capture children's imagination. As a result, they learn well and have good attitudes to learning.
- The proportion of children reaching a good level of development has strengthened over time. Most children make strong progress and attain well in listening, speaking, developing relationships, technology and other areas.
- Leadership is well aware that further work has to be done to strengthen reading, writing and mathematics and knows that better outdoor provision for these subjects will assist. Children make good progress in these areas of learning but because of their exceptionally low starting points do not attain strongly. Leadership has clearly identified these areas as priorities and work is in place to strengthen them to match the strong progress in other areas.
- Disadvantaged children and those who have special educational needs and/or disabilities make good progress in the early years because leadership has ensured that there is accurate assessment of children's needs and appropriate provision is planned for them.
- Children's interests are taken into account when planning the curriculum and children engage well in learning. Children's personal development and welfare is promoted well and there are good opportunities for their spiritual, moral, social and cultural development. Children celebrate a variety of cultural and religious festivals such as Chinese New Year and Christmas, along with Remembrance Day and various royal occasions.
- There are good links with parents and clear assessment information provided to support children's needs and next steps in learning.
- Staff make sure that children are kept safe and know how to keep themselves safe. Safeguarding is effective and the provision meets the statutory welfare requirements for the early years.

## School details

Unique reference number	107927
Local authority	Leeds
Inspection number	10026317

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	The governing body
Chair	Clare Skinner
Headteacher	Nathan Atkinson
Telephone number	0113 3368899
Website	<a href="http://www.richmondhillleeds.co.uk">www.richmondhillleeds.co.uk</a>
Email address	<a href="mailto:info@richmondhill.leeds.sch.uk">info@richmondhill.leeds.sch.uk</a>
Date of previous inspection	12 February 2014

## Information about this school

- The school does not meet requirements on the publication of information about the impact of pupil premium funding, curriculum information, and details about how further information relating to the curriculum can be obtained.
- The school is much larger than the average-sized primary school. The number of pupils has increased year on year since the previous inspection.
- The proportion of pupils supported through the pupil premium is much higher than the national average. The proportion is over twice the national average.
- Over half of the pupils are from minority ethnic groups. The proportion of pupils who do not speak English as their first language is well above average.
- The proportion of pupils who have support for special educational needs and/or disabilities is well above average.
- The proportion of pupils with a statement of special educational needs or an education,

health and care plan is well above average.

- There is a specialist resource unit in the school providing for a maximum of 24 pupils with autistic spectrum disorder and communication needs.
- In the early years, children have part-time education in the Nursery and full-time education in Reception.
- The school organises a breakfast club for pupils.
- In 2015, the school did not meet the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The proportion of pupils joining or leaving the school at other than the usual times is well above average.
- There have been significant changes in leadership and teaching staff since the previous inspection. The headteacher was appointed in September 2014 as was the deputy headteacher.

## Information about this inspection

- The school received a section 8 no formal designation inspection on 10 January 2017. The findings of that inspection informed the decision to convert to a section 5 inspection.
- The section 8 no formal designation inspection was carried out following a number of complaints made to Ofsted which raised serious concerns about the school. 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 the effectiveness of leadership and management and the contribution made by the school to the well-being of pupils, including their safety and safeguarding.
- Inspectors observed a range of teaching and learning in parts of lessons.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- An inspector held a meeting with the chair of the governing body and three other governors. A meeting was held with an inspector and two representatives of the local authority.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its improvement plan, a number of key school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors spoke with parents at the start and end of the school day and took opportunities to speak with parents during the school day. They analysed a parent questionnaire compiled by the school.

## Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Fiona Dixon	Ofsted Inspector
Lynda Johnson	Ofsted Inspector
Joanne Spencer	Ofsted Inspector
Susan Twaits	Ofsted Inspector
Don Parker	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](http://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](mailto: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](http://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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017