

Ridge View School

Cage Green Road, Tonbridge, Kent TN10 4PT

Inspection dates

9–10 November 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Early years provision	Inadequate
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding processes do not meet statutory requirements. Governors and leaders do not exercise their responsibilities fully. They have not made sure that the school's safeguarding policy and procedures reflect the latest government guidance.
- Some staff have not completed appropriate safeguarding training. Some staff do not have the knowledge needed in order to recognise all indicators that can potentially signpost pupils who are at risk.
- Governors do not provide sufficient challenge to leaders. They have not kept up to date with current guidance, including that relating to teachers' pay and performance.
- Performance management systems lack rigour. Some staff do not receive regular pay and performance reviews.
- Leaders do not evaluate school performance in sufficient depth. School improvement planning and self-evaluation documents require improvement. Leaders' views, particularly of the early years, are overly generous.
- The required annual review of pupils' medical care plans takes too long. Leaders have not ensured that key information for some pupils, including what to do in a medical emergency, is reviewed promptly with parents.
- Pupils' progress, particularly for non-disadvantaged pupils, is slower in reading than in writing or mathematics.
- Reception-aged children's learning needs are not met effectively. Assessment is sporadic and does not cover all areas of learning. Children are not prepared well enough for key stage 1.

The school has the following strengths

- Teaching is good. Pupils achieve well, making good progress, particularly with the development of social and communication skills, writing and mathematics.
- Pupils behave well. Many with complex needs are supported well to improve their behaviour over time.
- The post-16 provision meets students' needs well. Students are well prepared for their next steps and all go on to access further education opportunities.
- Pupils express their views enthusiastically because of positive relationships with adults.

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 has serious weaknesses 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?

- Urgently review and sharpen safeguarding processes so that:
 - leaders and relevant staff fully understand safeguarding requirements and ensure that statutory processes are in place
 - appropriate records are in place for everyone who works in the school, including temporary staff
 - governors fulfil their statutory safeguarding responsibilities in ensuring that pupils are safe
 - all staff receive appropriate training
 - pupils' medical care plans are reviewed with parents with greater urgency
 - fire regulations are met.
- Strengthen the quality of leadership and management by making sure that:
 - staff performance is regularly reviewed and staff are held more firmly to account
 - staff training needs are kept under watchful review
 - the teachers' pay policy is reviewed annually and meets statutory requirements
 - governors review pay decisions for all staff in line with statutory guidelines
 - school policies are kept under regular review
 - school performance information is used to inform school improvement planning more sharply
 - the school's website meets requirements
 - the teaching of reading improves so that all pupils, including the non-disadvantaged, make good progress.
- Improve the quality of teaching and learning in the early years so that children make good progress in all aspects of learning.

An external review of governance 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

- Safeguarding does not meet statutory requirements. Leaders and governors have not ensured that school policies and procedures comply with the latest government guidance. Some staff have not received the required level of training. As a result, not all staff are alert to all the potential risks that pupils can be exposed to.
- Since the previous inspection, standards have slipped. Leaders and governors have not ensured that their statutory duties are met, including those relating to safeguarding or staff pay and performance. Several key policies are out of date, including the school's behaviour and e-safety policies. Leaders have not kept pace with what is required.
- Some staff have not participated in a review of their performance for the previous academic year and, consequently, do not have suitable performance targets for this year. Others have targets, but links to pupils' progress are not precise enough. In addition, governors have not considered pay decisions for all teaching staff. The appraisal process does not support school improvement well enough as leaders have not secured the full implementation of the school's performance management cycle.
- The school runs a training week every October. During this time, many staff receive appropriate training to support them in their roles such as that related to moving and handling, speech and language and understanding autism. However, staff training records are out of date and leaders are not alert to the training needs of staff who join at other points in the year. As a result, there is a degree of uncertainty about who has done what. Leaders do not keep a sharp enough oversight of staff training needs.
- The school's website does not meet statutory requirements. For example, details do not include information about how this year's additional funding, including pupil premium and Year 7 catch-up funding, is allocated and used. Other information displayed is out of date or does not reflect current practice seen in the school. For example, the policy about caring for pupils with medical conditions does not include references to the most recent changes leaders have implemented.
- Leaders and governors do not review statutorily required policies systematically. For example, the teachers' pay policy is outdated. Similarly, in some instances, when policies are renewed, leaders do not cascade the information to staff in a timely manner. For example, although the school's safeguarding policy was agreed with governors in September, staff are unaware of the changes as they have not discussed the policy.
- Since the previous inspection, leaders have not ensured that their own self-evaluation of the school's effectiveness reflects the current picture. For example, using children's performance information from 2014, leaders have an overly positive view of the quality of education in the early years. Leaders are alert to weaknesses seen during the inspection, but have not adapted their own evaluation documents appropriately.
- Leaders have identified some key priorities to drive improvement. However, the school's improvement plan does not identify who is responsible for what or how leaders will evaluate the difference they are making. Equally, some pressing priorities, such as improving the quality of teaching in the early years, are omitted. This has contributed to a decline in standards since the previous inspection.

- Leaders make good use of additional funding including pupil premium and Year 7 catch-up funding. Pupils entitled to additional funding achieve as well as their peers. This is because the leader with responsibility for managing interventions tracks pupils' progress methodically. When progress dips, appropriate support is instigated and progress accelerates.
- The curriculum, including enrichment activities, is adapted appropriately to meet pupils' complex needs. Pupils benefit from bespoke learning programmes, matched well to their starting points. Programmes for older pupils give careful and astute consideration to students' next steps. There is a variety of activities available and many students transfer to follow further education pathways. In other curriculum areas, leaders have recently introduced changes. In order to raise standards, leaders have introduced appropriate adaptations to the school's approach to the teaching of reading. However, it is too soon to see the impact of this.
- Pupils have a good understanding of modern British values including tolerance and respect. They apply such values to their day-to-day lives readily. The school council affords pupils the opportunity to experience democracy in action, through voting for school council representatives. Leaders ensure that pupils have valuable opportunities to express their views and influence others positively. For example, pupils have represented their thoughts and wishes to builders who are constructing the new school.
- A recent visit by a consultant rightly identified some of the school's shortcomings; this is helpful to school leaders. In reviewing the school's procedures for looking after pupils with medical conditions, the local authority has provided useful guidance and counsel. However, in recent times, the local authority has not ensured that leaders are fully supported in understanding their full safeguarding responsibilities.
- The school may not appoint newly qualified teachers.

Governance of the school

- Governors have not ensured that the school's safeguarding policies and procedures meet requirements. Governors do not use their expertise well enough to offer challenge to school leaders.
- Governors do not carry out their statutory duties with sufficient rigour. For example, they have not ensured that the school's teachers' pay policy is kept under regular, annual review, as is required. In addition, governors do not reach pay decisions for all staff within the required timescale. Governors do not have a clear enough understanding of the link between teachers' pay and performance.
- Governors, including the safeguarding governor, meet regularly to oversee the work of the school. However, information is not shared efficiently. As a result, findings are not cascaded effectively in order to develop governors' collective knowledge and understanding.

Safeguarding

- The arrangements for safeguarding are not effective.
- School procedures are not followed closely enough and there are gaps between what is expected and what actually happens. At the time of the inspection, the school's single central record was incomplete. For example, the school's supply nurse, in situ during the inspection, was omitted from the record. Other staff, including those appointed this academic year, have all received the appropriate checks but details are not included on

the school's single central record. Leaders and governors do not satisfy themselves that school systems are adhered to closely enough.

- Leaders are too slow to act on health and safety advice. Recommendations following the school's fire risk assessments in 2013 and 2015 have not been addressed adequately. For example, leaders are aware that some doors do not comply with fire legislative requirements but have not made the appropriate adjustments.
- Following a serious incident in February 2015, leaders worked with a range of outside professionals including the police, National Health Service and local authority to review the school's safeguarding procedures, particularly focusing on the application of pupils' medical care plans. Since that time, leaders have appropriately reviewed in depth the school's approach, making some well-judged changes. However, the annual review process with parents is still too slow.
- In recent times, staff have received useful training on the safe use of social media and other e-safety matters. Staff understand their responsibilities more fully with regard to this specific aspect of safeguarding.
- Staff demonstrate high levels of care towards pupils.

Quality of teaching, learning and assessment

Good

- Teachers are attentive and determined to meet pupils' needs well. As a result, pupils respond positively and try their best for the adults who look after them. Each session is characterised by a purposeful atmosphere. As pupils experience success, learning activities are interspersed with moments of glee. Pupils delight in doing well, paying testament to the school's mantra, 'enjoyment is at the heart of all we achieve'.
- Teachers and adults are skilled at structuring activities aptly, seizing appropriately upon opportunities to move pupils' learning on. Teachers and support staff ask thoughtful and well-considered questions, firmly rooted in a comprehensive knowledge of how individual pupils in their care learn best. As a result, pupils gain confidence, respond appropriately and quickly move forward in their learning, particularly with the acquisition of language and communication skills.
- Across the school, routines are well established. Pupils gain high levels of confidence from knowing what is expected. The challenges of coping with change, experienced by pupils with complex autism, are skilfully minimised. Adults employ a whole host of appropriate strategies to lessen any uncertainty felt. For example, sensory activities are used very successfully to ease pupils into the start of the day. As a result, transitions from one activity to the next are smooth, lessons are calm and pupils feel secure.
- Pupils participate enthusiastically in bespoke learning activities that meet their needs well. Teachers construct detailed learning plans ensuring that activities meet pupils' specific needs well. For example, in a key stage 2 class, pupils completed matching tasks appropriate to their starting points. Pupils were able to sort and place animals in the correct habitat, experiencing a high degree of success.
- In the best examples, adults keep a sharp overview on all pupils in the classroom. They notice, for example, if particular pupils become distracted or lose focus, intervening promptly and redirecting pupils successfully. This approach enables pupils to work independently, but also to access well-judged support when needed. Consequently, pupils complete activities competently and classrooms are calm learning environments.

- Pupils communicate their enjoyment for learning. Pupils who spoke to an inspector described all of their teachers as nice and helpful and said that their lessons are fun.
- The school works collaboratively with all special schools in Kent and is a member of the Kent Special Educational Needs Trust (KSENT). Together, leaders have developed a comprehensive assessment system, appropriate to the needs of pupils. Pupils' progress is tracked closely, particularly in reading, writing and mathematics. Leaders are quick to offer additional support when pupils' progress slows. This year leaders have begun to take a closer look at pupils' progress in computing, physical development and personal, social, health and economic (PHSE) education.
- The teaching of reading for disadvantaged pupils is particularly successful, as these pupils achieve more highly than their peers do. This year, the school has implemented a whole-school strategy for the teaching of reading in order to raise standards for all pupils. However, it is too soon to see the impact of this on accelerating progress for non-disadvantaged pupils.
- The quality of teaching in the early years is variable. Some aspects, including the quality of assessment, vary greatly between classes.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- All pupils have care plans, giving vital information about individual health conditions, including what staff should do in the event of a medical emergency. However, the sharing of key information between parents, health professionals and school staff takes too long. Although the school shares pupils' plans with parents at the beginning of the academic year, some are still awaiting parental approval. There is not enough urgency to the review process and, as a result, staff cannot be sure that they have the correct information in place for all pupils. School staff expressed concern about the slowness of this process for some pupils.
- Some parents expressed dissatisfaction with the school's review process for medical care plans. Parents told inspectors they would prefer to discuss and agree their child's medical needs face-to-face and more regularly with staff, rather than sign and return documents.
- Care plans contain the right information. Following a serious incident earlier in the term, care plans are now more readily available to staff. However, weaknesses in the system persist. For example, in some cases there is a time lag between the receipt of information from parents and the updating of the individual pupil's plan. Staff told inspectors they would like to feel more strongly assured that plans reflect the latest information.
- The school's policy, 'Looking after pupils with medical conditions', does not reflect leaders' changes to the management of care plans or the latest government guidance. This causes ambiguity; greater clarity is required so that all adults know what is expected.
- Pupils communicate their thoughts and feelings effectively. They display high levels of

trust in the adults who care for them. Adults model what is expected and pupils respond well to adults' high expectations of politeness and courtesy. Pupils are happy in school and enjoy the activities available to them.

Behaviour

- The behaviour of pupils is good.
- Staff are highly skilled at ensuring that pupils, many with complex autism, cope well with what is expected. Pupils are encouraged to make choices and develop their independence. For example, using a visual timetable, pupils in the early years, successfully make choices, self-directing their own learning successfully.
- Many pupils join the school with highly complex behavioural needs. Leaders track the number of incidents carefully, helpfully identifying different types of incident and resolutions. Leaders are then able to use this information to identify patterns and trends. In most classes, pupils' behaviour improves considerably because of the expertise of staff, and, in some cases, the well-judged implementation of sensory resources. Improvement is less tangible in classes taught by temporary staff.
- Pupils behave well and generally try their best. Occasionally, some less experienced staff are not so effective at redirecting those pupils who have become distracted or who are too slow to settle to the task in hand.
- Most pupils attend school regularly. From time to time, due to complex medical conditions, pupils experience bouts of absence. Occasionally, pupils' attendance dips for other reasons. When this is the case, leaders address issues unswervingly, liaising closely with parents.
- Testament to the success of staff at managing pupils' complex needs is the school's record of managing challenging behaviour successfully. There have been no exclusions this year.
- Pupils say that they enjoy their playtimes. School councillors are particularly proud of their idea to improve the playground by adding benches outside. Pupils feel involved in, and proud of, the influence they exert on the school's decision-making processes.
- Strong communication ensures that students who attend other provisions, such as Hadlow College, are monitored closely. There are regular discussions between staff, focused on ensuring that students attend regularly, behave appropriately, receive helpful support and experience success on their chosen courses. This is highly effective.

Outcomes for pupils

Good

- Attainment is typically below that seen nationally. Pupils enter the school at different ages. All pupils have profound, severe and complex learning difficulties and learning needs. In addition, many are diagnosed with autism spectrum disorder. Classes are organised appropriately, with due consideration afforded to pupils' age group and need. Precise attention to each pupil's needs, including those of the most able and disadvantaged pupils, means that pupils benefit from uniquely tailored learning programmes. As a result many pupils, irrespective of need, make good progress from their starting points.
- Rigorous systems are in place for reviewing the school's own assessment information.

Leaders check that information is accurate. Staff meet regularly with leaders to review each pupil's progress. Pupils learning successfully is of high priority to all.

- Pupils make sustained progress over time including in social and verbal communication skills, writing and mathematics. When progress slows, leaders act swiftly and smartly to address any issues. For example, specialist mathematics support in key stage 2 has had a positive impact on ensuring that more pupils experience success. Furthermore, because of this additional support a proportion of pupils were able to exceed their targets. In this aspect, standards are rising.
- Many pupils join the school with complex behavioural needs. The improvement in some pupils over time is excellent and pupils learn to meet the expectations set.
- Approximately half of the school's pupils are disadvantaged and due to their high level of need, it is not appropriate to consider their achievement in the context of national norms. However, leaders carefully consider how to use additional funding in order to provide further support. For example, pupils with the most profound and multiple learning difficulties benefit from music therapy and make good progress. Strategies are highly effective and make a real difference, enabling pupils to make significant progress in spoken language skills, writing and mathematics.
- Many pupils make good progress. The school's own information shows that progress is most rapid in key stage 4 and key stage 5; most pupils in these phases meet or exceed their learning targets. Older students also experience success studying vocational courses.
- Children make good progress in the school's Nursery class, particularly in communication and language skills and in their personal development. However, progress slows in Reception, as activities do not always meet children's needs well enough.
- The school's own information shows that pupils make slower progress in reading than in writing or mathematics. This is particularly the case for non-disadvantaged pupils. In addition, the school has not fully considered all possible avenues for pupils, particularly in key stage 1, to achieve success. For example, some pupils during the inspection showed strong aptitude for reading, confidently reading words aloud, using sight recognition strategies. However, no pupils in recent times have met the standard required in the Year 1 phonics check.

Early years provision

Inadequate

- The issues which affect the safeguarding of pupils also affect children in the early years. As a result, although some aspects of the early years provision meet children's needs, the early years provision is inadequate.
- Leaders' own evaluation of this department is overly generous. Some teaching is not promoting children's progress well enough in all areas of learning.
- In Reception, staff do not track children's progress closely enough, particularly in aspects of learning including expressive and creative arts and knowledge and understanding of the world. As a result, it is unclear if children are making adequate progress in these areas of learning.

- Teachers' planning for Reception-aged children does not account strongly enough for children's prior attainment. Because assessments are incomplete or lack precision, children's specific learning needs are not catered for sufficiently well. For example, during a number counting-back activity, children's progress slowed, as they had already mastered the skills required. Children are not prepared sufficiently well for key stage 1.
- In the Nursery, children get off to a good start. Despite the inspection taking place at a relatively early point in the academic year, children are settled, displaying high levels of confidence in the adults who care for them. Children respond well to the grown-ups and follow instructions carefully.
- In the Nursery, children are supported well and highly skilled staff have a marked impact on promoting children's early language and communication skills. Songs, such as the 'good morning song', help children to develop confidence and skills in communicating effectively with adults. The skills of sharing and turn-taking are promoted well and children quickly master the expectations set.
- Routines are established well in the Nursery class as all staff share high expectations and demonstrate attentive levels of care towards children. Children find security in knowing what is expected. Using visual aids, children are supported and are able to experience success in making self-directed, independent choices.

16 to 19 study programmes

Inadequate

- The issues which affect the safeguarding of pupils also affect students in this department. As a result, although many aspects meet students' needs extremely well, the provision is inadequate.
- Senior leaders, teachers and support staff all share high expectations of what students can achieve. As in the rest of the school, the curriculum is tailored precisely to students' needs. Students follow a variety of pathways, including English and mathematics, appropriate to their skills and abilities. All students are enabled to gain accreditations, through choosing courses, such as horticulture or vehicle maintenance, that reflect their particular interests.
- Teaching is highly effective. Relationships between students and staff are positive. Students behave well, listening carefully to adults and showing high levels of respect.
- Meaningful links to everyday life skills extend students' learning well. For example, during the inspection, students planned a lunch, using their financial skills to purchase the ingredients and then cook their own food. Students clearly felt highly satisfied at their success in producing a tasty and healthy lunch. Such activities prepare students well for life beyond the school.
- Leaders, staff and parents work closely together to plan appropriate pathways for each student. Students' interests and aptitudes lie at the heart of all planned opportunities, ensuring that programmes meet the needs and ambitions of all students successfully. Students make excellent progress from their starting points.
- Some students are able to actively pursue their interests in the wider community because they have developed secure skills needed for success. Leaders place emphasis on enabling students to be as independent as possible. Lessons prioritise essential skills such as reading, following instructions, cooking or handling and managing money. As a

result, some students are also able to integrate into the workplace alongside school-based study, developing valuable workplace skills, such as those needed to become a chef.

- All students leave school with an appropriate, planned onward route, generally continuing learning. Last year, all students went on to undertake further education courses.

School details

Unique reference number	119050
Local authority	Kent
Inspection number	10025854

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

Type of school	All-through special
School category	Community special
Age range of pupils	2 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	119
Of which, number on roll in 16 to 19 study programmes	8
Appropriate authority	The governing body
Chair	Anna Williamson
Headteacher	Mrs Jacqui Tovey
Telephone number	01732 771 384
Website	http://www.ridge-view.kent.sch.uk/
Email address	jacqui.tovey@ridge-view.kent.sch.uk
Date of previous inspection	17–18 June 2015

Information about this school

- Ridge View is a smaller than average special school. It is a district provision for pupils with profound, severe and complex learning difficulties. Approximately half of the school's pupils also have a diagnosis of autism. All pupils have a statement of special educational needs or an education, health and care plan.
- The school works collaboratively with all special schools in Kent and is a member of the Kent Special Educational Needs Trust (KSENT).

- The school will move to a new, purpose-built facility in September 2017 and expand its capacity.
- The early years provision consists of a Nursery class and a Reception class. Children attend the Nursery part time. All children attend the Reception class full time.
- The school receives additional funding to support the learning of Year 7 pupils and physical education and sports funding for primary-aged pupils.
- Since the previous inspection, two part-time nursing staff have left. The school is currently seeking to appoint staff. Several teaching assistants have joined. A temporary teacher teaches one key stage 2 class.
- There is not a separate post-16 provision. Key stage 4 pupils and post-16 students are taught together in ability classes.
- Key stage 4 pupils and post-16 students attend classes at Hadlow College, where they follow a variety of courses.
- The school does not meet requirements on the publication of information about special educational needs and disability information on its website.

Information about this inspection

- This inspection was conducted as a direct result of a qualifying complaint.
- Inspectors met with the headteacher, the deputy headteachers of upper and lower school, a group of staff, other leaders and the chair of governors. The lead inspector also met with three representatives from the local authority including the area education officer and the officer who holds responsibility for special educational needs provision in Kent. The lead inspector held a telephone conversation with the local authority's designated officer.
- Inspectors spoke to staff during the inspection and met with staff who hold a variety of different roles.
- Inspectors observed teaching and learning in all classes, accompanied by senior staff.
- Inspectors listened to pupils read informally, looked at work in books and discussed pupils' progress and attainment with leaders.
- Inspectors spoke to many pupils informally and an inspector met with pupils who represent the school council.
- Parents' views were taken into account through face-to-face informal discussions before school. No responses to Ofsted's online survey, Parent View, were received during this inspection.
- Inspectors checked records and documentation relating to safeguarding and behaviour, minutes of meetings, staff appraisals and information on monitoring and improvement.
- Inspectors reviewed the checks made on staff about their suitability to work with children.

Inspection team

Elizabeth Farr, lead inspector

Her Majesty's Inspector

Anna Lawrence

Ofsted Inspector

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