

# Ainthorpe Primary School

Ainthorpe Grove, Willerby Road, Hull HU5 5EB

## Inspection dates

21–22 June 2017

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

## Summary of key findings for parents and pupils

### This is a good school

- The principal, supported ably by senior leaders, provides clear direction to staff and pupils. Higher expectations are driving improvement.
- The academy trust has provided strong support and challenge to leaders and staff through training, school partnership links and the introduction of systematic working practices.
- Pupils show a sustained commitment to their work because lessons are engaging and teachers pitch tasks at the right level.
- Good teaching is now helping more pupils to reach expected standards, especially in reading and mathematics.
- Pupils are polite, behave well and mix harmoniously. The school atmosphere is calm and orderly.
- Subject leaders exert a growing influence on standards. The new approaches to the teaching of reading and mathematics have helped pupils to make faster progress.
- Reading is taught well across all groups. Teachers use a range of texts to expand pupils' vocabulary and deepen understanding. Pupils are consequently enthused by books.
- Teaching assistants work effectively with individual pupils and with groups to support learning and emotional needs.
- A lively curriculum provides a good range of learning experiences through lessons, additional visits, events and various clubs.
- The pastoral team keeps a watchful eye on the safety and well-being of pupils. Parents and pupils in challenging situations praise the support offered sensitively by staff.
- Children in the early years get off to a good start in a secure and nurturing setting. Work outdoors requires further development, however, to fully engage all groups.
- The quality of written work remains inconsistent across the school. Spelling and handwriting are weak.
- Throughout the school and in the early years, pupils do not use their mathematical skills enough to support learning in different subjects.
- There are few opportunities for pupils to take on a range of responsibilities and so their contribution to the wider life of the school is limited.

## Full report

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

- Enable all groups of pupils to make faster progress and reach higher standards in their written work by:
  - implementing consistent and rigorous approaches to the teaching of handwriting
  - setting high expectations about spelling accuracy so that errors are not repeated
  - further developing pupils' confidence in applying their writing skills independently for a variety of purposes
- Deepen and extend learning across the curriculum by:
  - building in structured opportunities for pupils to develop and apply their mathematical skills in different subjects, especially in science
  - providing more opportunities outdoors for children in the early years to explore tasks with a mathematical focus
  - offering more independent learning opportunities through lessons and homework.
- Increase pupils' involvement in the wider life of the school by encouraging pupils to carry out a range of responsibilities and roles.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- After the previous inspection, outcomes for pupils declined. The new principal, on taking up her post in June 2016, recognised that the school was in need of significant change. With the support of the academy improvement board, she quickly formed a 'fresh start plan' to instigate a major overhaul of provision.
- By setting unequivocal expectations of staff and introducing a tighter system of checks on performance, the principal has raised aspirations for pupils' achievement. The improving pupil progress is testament to the success of her actions. Teaching, which required improvement at the previous inspection, is now good.
- The academy trust has been instrumental in supporting leaders and staff through a range of development and training opportunities, and also through profitable partnership links with other trust schools. The academy improvement cluster leader has provided valuable expertise in helping the school to move forward.
- Leaders have introduced robust and detailed approaches to check on pupils' attainment and progress. Information is used to plan next steps in learning, intervention work and additional resourcing. A clear calendar for assessment, backed up by searching discussions with teachers, ensures a shared understanding about the progress of different groups of pupils.
- Leaders challenge and support staff well through a wide range of monitoring activities, clearly documented and used to inform appraisal review processes. Demanding and measurable performance objectives are securely linked to pupils' progress, and leaders and governors are confident in challenging underperformance.
- Leaders and governors use the pupil premium funding effectively. Provision includes emotional and learning support for disadvantaged pupils in addition to wider access for enrichment opportunities. Improved pupil progress, more settled behaviour and a reduction in frequent absences show that this money has been used appropriately.
- Leaders put the funding for primary school physical education and sport to very good use. There is a rich and varied sports programme for pupils to participate in competitive events between schools and within school. Training has been provided to teachers and midday supervisors to support physical education work and promote positive playtimes.
- The curriculum includes lots of first-hand experiences to engage pupils' imagination, such as a number of activities in conjunction with the Hull City of Culture celebration. Leaders take advantage of opportunities to widen pupils' horizons through links to other learning initiatives, such as via the 'Terrific Scientific' BBC science programme backed by Oxford University.
- Senior and subject leaders have discharged their responsibilities well and exercise an increasing impact on the work of teachers and support staff. They have provided strong guidance through professional development and coaching to help colleagues improve their expertise. They accept that they need to keep a sharper check on the consistency of written work across all groups and subjects.

- The work of the special educational needs coordinator and pastoral team is of high calibre. With help from external agencies and support from senior leaders, the needs of vulnerable pupils are met. This is because additional support is precisely targeted and because learning attitudes are improving.
- Leaders and staff promote a culture of respect and high ambition for all pupils. Pupils' behaviour in turn reflects positive attitudes, kindness to others and courtesy. It has improved markedly and the time is now right for pupils to take on a greater range of responsibilities so that they can play a more defined role in the wider life of the school.
- Some elements of multicultural education are in place but pupils lack confidence in talking about other faiths and cultures or linking school values explicitly with British values.

## **Governance**

- The academy improvement board, appointed by the trust, is a highly effective group of governors who are skilled and knowledgeable in directing school improvement. The chair of the board has provided particularly strong support to leaders over the last year to help them address inconsistencies in provision.
- Governors have a clear view of pupils' progress because the systems for gathering and reporting on assessment information are secure and thorough. Evaluations and action plans are precise and tied to key success measures. Governors have a clear view of the school's strengths and where further improvements need to take place.
- Governors are aspirational in their ambition for the school. Their records of meetings and visits demonstrate incisive questions to leaders about school improvement and outcomes for pupils.
- The academy improvement board has monitored finances in a measured way so that resources have been directed effectively.

## **Safeguarding**

- The arrangements for safeguarding are effective. Records of recruitment procedures meet statutory requirements. There is a detailed induction policy to ensure that new staff are well briefed about procedures to follow if they have any concerns over the welfare of pupils.
- Clear lines of responsibility are in place for entry systems, administration of medicines, recording of emergency evacuation, risk assessments, first-aid provision and accident records. Leaders and administrative staff ensure that these are kept up to date. This is a safety-conscious school.
- Every effort is made to provide timely updates and training on safeguarding matters to all groups of staff. The chair of the academy improvement board meets frequently with the designated person for safeguarding to review procedures and actions.
- The work of the pastoral team to review support and concerns over vulnerable pupils on a weekly basis is outstanding. The school has made an investment to secure the additional participation of an attendance welfare officer and the school nurse. Records of support and agency involvement are detailed and show that leaders are tenacious

and successful in following up any concerns.

## Quality of teaching, learning and assessment

Good

- Teaching has improved since the previous inspection and is now good. Pupils are engaged in lessons and say that learning is fun. One Year 6 pupil explained, 'You learn lots of things in a fun way.' Positive learning attitudes, across all classes, contribute to an improved picture of progress.
- Where there are small pockets of inconsistent teaching, leaders are addressing the issues consistently through close checks, supportive coaching, and additional training and guidance.
- Teachers use questioning well to identify any misconceptions and challenge pupils of different abilities to think more deeply. They allow time for pupils to reflect before volunteering answers and they encourage pupils to work collaboratively. This was evident in Year 6 when pupils were discussing plans to make a video about aspects of mathematics.
- The teaching of reading is developing well. Teachers select texts from quality fiction to extend vocabulary and promote deeper understanding. Pupils devise their own questions about the excerpts and identify unfamiliar words for discussion. In this way, pupils are able to direct some of their own learning, as seen in Year 5 where the book 'Kensuke's kingdom' provided thought-provoking material.
- The teaching of phonics (letters and the sounds they represent) is consistent across different groups, and teachers provide reading tasks in lessons that are pitched at the right level. Books for home reading are well organised and the least able pupils in particular enjoy the security of the reading scheme.
- The teaching of mathematics is also improving and new teaching resources have provided a useful underlying structure. Teachers are becoming skilful in moving pupils on to more challenging work at an earlier stage once they are confident that pupils understand the key arithmetical processes. There is an added emphasis on pupils' rapid recall of table facts and number bonds.
- Teaching assistants provide seamless support in lessons, helping different groups of pupils and providing some precise additional teaching to individual pupils through intervention sessions. They are adept in encouraging and calming down pupils who may sometimes lack concentration or become unsettled.
- Teachers provide guidance to pupils about their work to help them improve. This is sometimes through next-day review or through pupils supportively comparing work with that of others. Where pupils show that they have not understood the task, teachers provide additional work or support to address this.
- Homework is set on a weekly basis to consolidate work previously covered in lessons. Pupils complete this, but say that they would like more opportunities to explore aspects drawn from subjects other than English or mathematics.
- The teaching of writing is not as strong as that of reading and mathematics. Sometimes pupils spell commonly used words incorrectly and teachers do not systematically identify these to discourage repetition. There are missed opportunities to

introduce spelling rules or explore letter patterns.

- Handwriting requires improvement across the school. A significant proportion of pupils, especially but not only the least able boys, struggle to form letters consistently. Poor handwriting habits sometimes lead to spelling and capitalisation confusion, and act as a brake on writing progress. Presentation is also variable in the way pupils write titles, use rulers or number questions. A minority of adults offer poor models through their own handwriting.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils like coming to school and trust the adults to look after them well. They appreciate the new and spacious learning environment offered by the impressive new school buildings. 'I love this school,' said one Year 4 pupil, 'It's bigger and better than the old one!'
- Pupils know that teaching and learning have improved significantly. 'I'm getting a lot better at my work,' and 'We do lots more here,' were just two of the many comments pupils made to inspectors to show their confidence in the school and the staff.
- All groups of pupils feel safe across all areas of school. Playtime supervision is well managed and there are high numbers of adults to look after pupils. 'There's always loads of grown-ups about,' a Year 2 pupil assured inspectors. Some staggering of playtimes and lunchtimes reduces overcrowding.
- Pupils have a good understanding of safety issues, especially online safety. They know that personal details are best kept private and that not all contacts may be reliable or trustworthy. They have learned a lot about safety outside school from assemblies and a number of visits, such as that to the local fire station.
- Staff responsible for safeguarding respond quickly to concerns over pupils whom they consider may be at risk, and they also support families well. One parent sought out inspectors to praise the school highly for the support she had received when experiencing trying circumstances. A pupil also explained most maturely how grateful she was for the sensitive counselling she had received when she had been upset.
- There are wide-ranging opportunities for pupils to take part in all sorts of sporting and musical enrichment activities, both locally and through trust-led events. At the time of inspection, for example, Year 3 classes were taking advantage of a wider opportunities music celebration day and Years 4 and 5 pupils were taking part in 'Rhythm and Stomp', a drum piece for the City of Culture event.
- Pupils know the importance of exercise and a balanced diet for a healthy lifestyle. They were keen to inform an inspector that he should swap the chips for a more healthy choice of vegetables, and that too much treacle pudding and fizzy drink could add to his risk of diabetes and dental decay.
- Pupils can recall a little about different faiths from religious education lessons and assemblies but their knowledge is limited and some confuse different cultures with

geographical locations.

- Pupils say that adults listen to them considerately. However, there are limited opportunities for pupils to take on a range of roles or make suggestions about school development. Leaders accept that there is room for pupils, especially the most able, to make more of a contribution to the wider life of the school.

## Behaviour

- The behaviour of pupils is good and represents an improvement from the previous year when some challenging behaviour had escalated. By taking strong action to clarify expectations around behaviour and by introducing the new system of rewards, leaders have steadied the ship and established a strong foundation for learning.
- This improvement in behaviour has been pivotal to pupils' progress. Parents and pupils commented on the transformation that leaders have brought about through the new policy. 'Any issues are nipped in the bud now,' said one parent, while pupils agree that staff manage behaviour fairly.
- Pupils know about the nature of bullying but say that it is now a rare event. They assured inspectors that pupils do not get teased because of family circumstances, race or language, and that it is quite all right for boys to play games with the girls or vice versa. 'I love playing football with the boys, so that's all right,' one Year 6 girl explained.
- Pupils conduct themselves responsibly in lessons, around school, in the lunch hall and on the field and playground. They greet visitors in a friendly way and remember to stand aside and hold doors open for adults. One group of Year 5 and Year 6 pupils were very keen to return chairs after a meeting to save extra work for their teacher.
- There is hardly any wasted time in lessons and teachers do not need to overly manage behaviour because generally pupils work quietly and in a focused manner. On the rare occasion where the noise level in one class became loud, the teacher quickly reminded pupils about expectations and they responded well.
- Detailed behaviour records show that leaders analyse incidents to look for patterns and causes. The school has had much success in modifying the behaviour of individual pupils who struggle to control their actions. Exclusions have occurred but have rapidly reduced over time.
- Attendance for the whole school is just below the national average this year but two serious viral infections were partly to blame for this. The attendance of disadvantaged pupils has been lower over the last two years, however. To address this, the school has invested in a parent liaison officer and, as a result of her concerted efforts and close monitoring, the number of pupils who are persistently absent has halved.

### Outcomes for pupils

### Requires improvement

- From the time of the previous inspection until the start of the current school year, standards had declined significantly across the school. The most recent published assessment results in 2016 showed that rates of progress and proportions of pupils reaching expected standards were well below those seen nationally in all subjects at

both key stages 1 and 2. Disadvantaged pupils, boys and middle-attaining pupils fared particularly poorly.

- This slide has now been halted and pupils are starting to catch up in their learning, although some groups are not yet reaching standards expected for their age. This is because they have been so far behind and because there has been some inconsistency in a minority of teaching. Leaders have identified and addressed this.
- The proportion of Year 1 pupils meeting the expected standard in the phonics screening check dropped in 2016 below the national average, especially for disadvantaged pupils and boys. Forecasts for 2017 indicate slightly higher success rates. The new teaching resources and approaches for teaching phonics are starting to bear fruit but the full impact is yet to be seen.
- At both key stages in 2016, the proportions of pupils who reached higher standards were also well below national averages, except in reading at key stage 1. However, the small number of most-able disadvantaged pupils at key stage 2 did do better and outperformed other pupils nationally in reading and mathematics.
- Assessment is becoming secure as a result of moderation by school and trust leaders and through checks by the local authority. A more favourable picture of achievement is now emerging, especially in reading and mathematics.
- Leaders are confident that outcomes for pupils at the end of key stage 2 in 2017 will be much more in line with national averages in all subjects, and that greater proportions than previously will reach the higher standards. Inspectors' scrutiny of work in books supports this view.
- Improved teaching lies behind this shift but secure progress in writing across groups has proved a tougher nut to crack. Leaders acknowledge that there is still work to do in order to secure consistent progress across the school. Handwriting and spelling require improvement.
- Although there are some examples of purposeful and colourful writing by most-able older pupils, sometimes pupils are constrained in their writing style by the need to demonstrate a specific grammatical feature rather than using a range of skills to write for full effect.
- The most able pupils read fluently and expressively, enjoying books and able to discuss favourite authors. Teachers are aware from analysis of last year's assessments that pupils' understanding of vocabulary is sometimes shaky, and they are seizing opportunities to explore unfamiliar words. Least-able readers are well supported and benefit from the new structured approach to teaching phonics.
- Pupils have a wealth of good-quality books from which to select and they like earning reward points for frequent home reading. Several pupils also commented that they chose to finish a book after studying an extract in class. At the time of inspection, pupils and teachers were eagerly looking forward to new library provision.
- Work in books and discussions with pupils show that pupils like to tackle challenging work in mathematics and that this often involves open-ended problem-solving. In Year 1, pupils had to choose items for Mr Grinling's lunch (after reading 'The lighthouse keeper's lunch') and select coins to pay for them. This type of work made learning very meaningful for the pupils.



- Most-able pupils can move through mathematical tasks at a faster rate. Teachers also encourage them to explain how they have arrived at various conclusions. This helps them to crystallise their reasoning. Leaders agree that the time is now right to widen opportunities to apply mathematics in other subjects.
- The progress of current pupils who are disadvantaged is now more comparable to that of other pupils. This is because teaching is taking better account of their needs. Precise teaching and intervention support are helping those who have special educational needs and/or disabilities to make more secure steps in their learning.
- Teachers provide a good variety of learning experiences across history, geography, art and science, and pupils clearly enjoy this thematic work. The eye-catching displays around the corridors celebrate pupils' achievement well in these subjects. Older pupils were very enthused by the drama work for the leavers' assembly.
- Pupils display a strong commitment towards learning. This is very evident in Year 6 where their strong work ethic and willingness to work with others will be positive factors in their future education at their next schools.

### Early years provision

**Good**

- The early years provision is good because teaching is consistently good and children thrive in the setting, enjoying their learning in a secure, stimulating and nurturing environment.
- Effective transition arrangements are in place and include liaison meetings with the three feeder nurseries and some home visits. These pave the way for a smooth entry into school. Children settle well into routines and parents have confidence in the care and teaching their children experience.
- Children join the Reception class with abilities that are generally below those typical for their age. They make good progress so that when they move to Year 1, proportions reaching a good level of development are close to the national averages. Assessment information shows that some most-able children, including disadvantaged children and boys, are likely to exceed this standard in 2017 – an improvement on previous years.
- The very few children who have special educational needs and/or disabilities are also making good progress because staff support their needs skilfully. Work with external agencies for any children who have health problems is effective.
- Teaching of phonics is strong and this is beginning to impact on improved outcomes in reading and writing. Adults use questioning well to extend and deepen learning. There are high expectations of work in books and early writing is of good quality.
- Adults capitalise on children's interests and push their thinking further. A teaching assistant steered two girls into carrying out a survey about favourite fruits after they had read the book 'Handa's surprise' and made dough fruits.
- Children work and play harmoniously in a kind and cooperative manner. They know how to keep themselves safe. Two children explained that they must hold on tight when they are on the large climbing equipment and that 'You mustn't have too many on at once.'
- Children develop caring attitudes towards other living things. A group of boys knew

that the moth they were studying must not be kept in the jar too long because 'it can't fly in there and can't find food or water so we'll have to release it soon.'

- Parents have a very positive view of the setting and the work of the staff. 'I can't fault them – they can't do enough for us,' said one. Parents receive good information about their children's progress and enjoy contributing to the record of achievements through the online facility.
- Welfare requirements and safeguarding arrangements are secure. Adults remind children about handwashing and there are clear procedures for first aid and medicine administration.
- The early years leader provides strong direction to colleagues and is aiming high for the children. Assessment is accurate and robust and the training needs of the team are met through a range of development channels. Action planning links to measurable outcomes but evidence of success requires a more cohesive overview.
- The learning environment is vibrant and rich in language, supporting different areas of learning well. Children enjoy choosing from a wide variety of stimulating activities. There are opportunities for children to use mathematics but these are less obvious when children are working outdoors.
- Overall, behaviour is generally good and adults deal swiftly and appropriately with any minor incidents of poor behaviour. Just occasionally, however, a group of children, mainly boys, lose focus when working outdoors and flit from activity to activity, sometimes running around and between other children. Adults do not always pick up on this.

## School details

Unique reference number	139570
Local authority	Kingston upon Hull
Inspection number	10031982

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	Academy trust
Chair	Paul Ainsworth
Principal	Kate Ranner
Telephone number	01482 353 963
Website	<a href="http://www.ainthorpeprimary.co.uk">www.ainthorpeprimary.co.uk</a>
Email address	<a href="mailto:admin@AinthorpePrimary.co.uk">admin@AinthorpePrimary.co.uk</a>
Date of previous inspection	16–17 June 2015

## Information about this school

- This school is slightly larger than the average-sized primary school. There are 12 single-age classes, two of which are mixed-age classes.
- The great majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of current pupils known to be eligible for support through the pupil premium is above average.
- There are slightly more boys than girls in the school.
- The proportion of pupils who have special educational needs and/or disabilities is just higher than the national average. The number of pupils with a statement of special educational needs or an education, health and care plan is broadly average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of

Year 6.

- There have been significant changes in staffing and leadership since the time of the previous inspection. The previous principal, associate principal and early years leader have all left the school. The current principal joined the school in June 2016. The vice-principal, having been seconded to another school for a short period, returned in September 2016. The new early years leader was appointed in 2015. Some redistribution of subject leadership responsibilities has also taken place over the last year.
- There have been several new teaching appointments made over the last two years.
- The school is sponsored by the David Ross Education Trust, which is a partnership of over 30 primary, secondary and special schools.
- Since the previous inspection, the governing body has been replaced by an academy improvement board, chaired by the head of the trust teaching school. This board is currently overseeing the transition back to a local governing body.
- The school does not meet requirements on the publication of information about details relating to the attendance of members of the academy improvement board at meetings, or the setting out of the curriculum by subject and year group, on its website.

## Information about this inspection

- Inspectors visited 23 lessons or part-lessons across all classes to assess pupils' learning. The principal, vice-principal and academy improvement cluster leader viewed some lessons jointly with inspectors.
- The inspectors listened to a selection of pupils reading from Years 1, 2, 3, 4, 5 and 6.
- Inspectors sampled work from all year groups in English, mathematics and a range of subjects, including science.
- Inspectors conducted meetings with senior leaders, the academy improvement cluster leader, subject leaders, class teachers, the school business manager and the chair of the academy improvement board.
- Inspectors analysed information from a scrutiny of school documentation. This included published data about pupils' progress and attainment, previous inspection reports, reports from the academy trust, external reports by the local authority and the school's latest assessment information.
- The inspectors viewed school monitoring information about the performance management of teachers. They also looked extensively at safeguarding documentation.
- Inspectors took the views of parents into account through informal discussions with parents at the end of the school day and by analysing responses from the 19 parents who completed Ofsted's online questionnaire, Parent View.
- The inspectors took the views of pupils into account through planned meetings with pupils from Years 2, 3 and 4, and 5 and 6. Inspectors met groups of pupils informally at playtime and lunchtime. They also viewed the 17 responses to the pupil online survey.
- The inspectors took the views of staff into account by analysing responses from the online survey. The school had obtained responses from 24 staff.

## Inspection team

James Reid, lead inspector	Ofsted Inspector
Mike Smit	Ofsted Inspector
Heather Mensah	Ofsted Inspector

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