

Coxlease School

Clay Hill, Clayhill, Lyndhurst, Hampshire SO43 7DE

Inspection dates

11–13 July 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth form provision	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher and governors provide outstanding leadership, ably supported by very capable senior and middle leaders. Staff share leaders' high expectations of pupils. A culture of enthusiasm and ambition to secure positive futures for all pupils emanates throughout the school. Consequently, the school has the potential to improve further.
- All pupils make excellent progress from their different starting points. Any differences between pupils' achievements and others nationally are diminishing rapidly or have been eradicated. On a small number of occasions, activities could be even more precisely targeted to build on pupils' previous learning.
- Teaching is outstanding because teachers impart their excellent subject knowledge well and in a way that is accessible to pupils. Hence pupils are motivated to learn and attain highly across a range of subjects. Even more opportunities to use their excellent English skills across all subjects would accelerate pupils' progress further.
- Very occasionally, pupils do not fully take ownership of their own learning and become overly dependent on staff providing them with answers.
- Pupils' behaviour and attitudes to learning are outstanding. Pupils demonstrate care, understanding and respect for each other and towards adults. They model British values well.
- Pupils flourish because they are very well looked after in a safe, nurturing and enabling environment. Staff care deeply for pupils.
- Students in the sixth form blossom because their individual needs and interests are met tremendously well. Students have a wealth of opportunities to build on what they have already achieved and to access a wide range of courses. They are very well prepared for their future lives.
- Pupils' spiritual, moral, social and cultural development is very strong and interwoven seamlessly throughout the school's broad, exciting and enriched curriculum.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Educational (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Ensure that planned activities are even more sharply focused on building pupils' next steps, and that they are given ample opportunities to apply their English skills to a high standard across the range of subjects so that pupils' attainment continues to soar.
- Make certain that pupils take greater responsibility for their learning and become less reliant on staff when they are finding work tricky.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Senior leaders have created an environment which celebrates learning and fosters a sense of belonging that is enjoyed by staff and pupils alike. Leaders have galvanised staff to pursue excellent standards both in pupils' academic outcomes and in their personal, social and emotional growth. As a result, pupils flourish in this highly enabling school.
- Leaders and those responsible for governance know the school's strengths in precise detail. They are honest and transparent about what could be better and use this to formulate precise plans to forge school improvement. Leaders are morally driven to continually improve the school so that pupils have the very best experience of education.
- School priorities are shared very effectively with staff so that everyone makes a valuable contribution to helping this school to go from strength to strength. Staff feel valued and supported to improve their own skills and expertise and, consequently, there is a strong sense of camaraderie among staff. Staff are proud to work at the school and care deeply for the pupils in their care.
- Middle leaders contribute very effectively to school development and are spirited about their areas of responsibility. They support senior leaders in raising the quality of teaching by providing meaningful feedback and support to help colleagues improve. Middle leaders value the professional training they have received to give them the skills necessary to undertake their roles.
- Leaders undertake a wide range of activities to evaluate the quality of teaching throughout the school and in the post-16 provision, known as 'The Hub'. They use information from these activities wisely to target whole-school training or to provide support and mentoring to help staff improve their expertise. Staff performance is closely monitored in order to hold staff to account for the academic and pastoral development of pupils. Staff are keen to be the best they can be, and are receptive to feedback from leaders. Therefore, the quality of teaching is highly effective in facilitating excellent outcomes for pupils.
- Assessment procedures are in place to track pupils' progress through the school's bespoke curriculum. Staff assess pupils' attainment on entry to the school and use the school's robust tracking system to bring about rapid improvement to outcomes for individuals and groups of pupils. Leaders' analysis of pupils' performance information allows them to intervene speedily to ensure that pupils are achieving the progress of which they are capable, including the most able.
- The needs of pupils who are entitled to support through pupil premium funding are extremely well met. Excellent use of funding supports pupils' academic and emotional needs so that they make the same superb progress as other pupils in the school.
- Leaders have ensured that pupils have access to an abundance of opportunities through the school's curriculum. Leaders make certain that there is no ceiling on what pupils can achieve in a very wide range of subjects. Commendably, leaders source additional tutors, seek appropriate college courses with new providers, and teach individual pupils new subjects so that pupils can pursue their own interests. Pupils' learning is enhanced by visitors to the school and a wealth of trips and opportunities to learn in the outside

environment of the New Forest National Park.

- Leaders promote pupils' health and well-being. Subsequently, sports are given a high priority across the school. All pupils access physical education until the end of key stage 4 when they undertake GCSE physical education. Across key stages 3 and 4, the breadth of sports available to pupils is impressive, including snowboarding, skiing, mountain biking, surfboard paddling and rock climbing.
- Pupils' personal, social, health and economic education is developed thoroughly and is a strength of the school. Leaders track the progress that pupils make in their personal, intellectual, emotional and social development so that they are able to offer suitable activities and additional support from the school's therapeutic team if required. This support helps pupils acquire important skills for life, such as resilience and tolerance.
- The school's strategy for managing pupils' behaviour is very well understood by staff and consistently implemented. Staff are excellent role models to pupils and without exception have very high expectations of pupils' conduct and attitudes towards learning. Pupils know that they will be rewarded for positive behaviours and for completing their work, and, importantly, are clear about the consequences of making poor decisions. Pupils believe that sanctions are fair. As a result, the school is a calm and friendly place, built on trusting and warm relationships.
- Parents are overwhelmingly positive about the care and support their children experience while they attend the school. They feel part of their children's education and feel comfortable to share and express concerns should they arise. Parents say that their children are happier, have higher self-esteem, learn better and are able to cope with challenges because of the effective work of the school. One parent expressed her gratitude by saying of her son: 'They took the time to understand him as an individual and gave him the opportunity to harness his strengths while working on developing his challenges to ultimately become a role model to others. I just wish we had found it (the school) sooner.'

Governance

- Governors share leaders' vision for the school and make a very strong contribution to strategic leadership. They form a highly effective team that adds to the capacity of the school to improve further.
- Governors are extremely reflective and know the strengths and areas for future development exceptionally well. This is due to the open, transparent and trusting relationship they share with school leaders.
- Governors are highly skilled and possess expertise that enables them to challenge leaders and offer valuable practical support. They validate the work of the school for themselves. They carefully check the progress that the school is making towards achieving its targets for improvement.
- Leaders' ambition for pupils is shared by governors and, as a result, they are a positive influence on the lives of pupils. They discharge their statutory duties exceptionally well, particularly in regard to keeping pupils safe from harm. They are dedicated and committed to their responsibilities.
- Governors are outward-looking and forward-thinking. They actively seek to strengthen collaboration and partnerships, to share practice and to quicken improvement as a result.

Staff take part in moderation with local schools in Hampshire to make certain that their judgements about how well pupils are achieving are correct.

- Due to the excellent oversight of governors and strong school leadership, the school is likely to meet the relevant school standards if the material change requested by the school is implemented.

Safeguarding

- The arrangements for safeguarding are effective. Policies and procedures in place are of the highest order and ensure that staff are clear about their responsibility to safeguard pupils. The premises are extremely well maintained and fully compliant with health and safety legislation.
- Staff know the needs of pupils exceptionally well. Strong relationships between them and pupils and between pupils underpin the strong safeguarding ethos of the school. Leaders have fostered an open culture of vigilance to safeguarding practice. Staff say that they feel comfortable and confident to share issues if they arise relating to pupils or colleagues. The designated safeguarding lead is acutely aware of the school's duty to inform the local authority designated officer if concerns or allegations are raised that concern adults who work at the school.
- Timely training and frequent updates ensure that school staff have the most up-to-date knowledge of legislation, including how to protect pupils from extremist views and child sexual exploitation. Leaders make sure that training is used well to have a positive impact on safeguarding practice and ensure the safety of pupils.
- The school's procedures for checking the suitability of staff and adults to work with children are robust. New staff receive detailed induction training that helps them to understand immediately what to do, and whom to inform, if a pupil makes a safeguarding disclosure to them. All staff model the expectations outlined in the staff code of conduct.
- The school's safeguarding policy is published online. School leaders have taken account of the most recent legislation and made certain that changes in legislation are implemented into school practice.
- The school's complaints policy is in writing and available on the school's website. Complaints records, held by the school, show due regard given to complaints by leaders and the considered response provided to the complainant. Leaders take all complaints seriously and implement changes to school practice when required.
- The school undertakes detailed risk assessments specific to pupils' needs and vulnerabilities. Risk assessments clearly identify strategies to manage risk, including proactive interventions, such as the use of de-escalation to minimise the need for physical restraint.
- There are many examples where leaders have doggedly pursued the best outcomes for the most vulnerable pupils in their care who need help and protection. They work closely with other agencies and professionals to provide the best possible support for pupils. The school keeps meticulous records relating to all safeguarding incidents, including on the rare occasions when pupils leave the school premises without permission.
- Pupils say that they feel safe in school and that staff teach them how to stay safe. Older pupils learn about issues such as alcohol abuse, the consequences of criminal behaviour

and online safety. The school's work to challenge stereotypical views, promote anti-discriminatory behaviour, and foster positive relationships and equality is exemplary.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching is outstanding because teachers share their first-class subject knowledge in a way that is meaningful and accessible to pupils. Consequently, pupils quickly acquire knowledge, skills and understanding in reading, writing and mathematics which enables them to succeed highly across a range of subjects.
- Teachers expect pupils to work hard and behave well in lessons. Pupils respond to these high expectations superbly on the majority of occasions. Pupils know that teachers have high aspirations for them and because of this, pupils too want to succeed. However, just occasionally staff are too quick to tell pupils the answers to questions rather than allowing pupils time to grapple with ideas and find out the answers for themselves.
- Pupils can talk about what they are learning and why. Staff consistently share learning intentions with pupils and provide helpful advice for them about how to be successful learners. Staff sensitively guide pupils to know precisely what improvements need to be made to make their work even better. Well-established respect and trust between staff and pupils mean that pupils are becoming increasingly resilient to constructive criticism from staff.
- Teachers use information about how well pupils are achieving in each subject to plan challenging activities that meet the needs of pupils in the vast majority of cases. Very occasionally, the most able pupils could attempt work that is trickier, and sometimes work is a little complicated for the least able pupils or pupils who have huge gaps in their learning because of poor educational experiences in the past. However, pupils who are struggling with their work are quickly identified so that additional support can be put in place to help them catch up.
- Nevertheless, leaders work hard to ensure that the most able pupils access work that challenges them to think and apply their knowledge deeply in a range of subjects. Some of these pupils attend taster days at Bournemouth and Winchester universities in order to raise their aspirations.
- Teaching assistants provide excellent support to pupils and are highly professional in their interactions with them. They demonstrate high levels of thoughtfulness and responsiveness to pupils' emotional and academic needs to help them be successful learners.
- Opportunities for collaborative learning and discussion abound, providing pupils with many chances to develop their language and communication skills. For instance, in personal and social development lessons, pupils discuss discriminatory behaviours and challenge stereotypical views relating to culture and religion. In many lessons, staff use every opportunity to deepen pupils' knowledge and understanding of the world. For example, in a design and technology lesson the teacher asked, 'Why are hedgehogs good for the garden?' while preparing pupils to make hedgehog or bird houses.
- Pupils read well. Pupils are able to tackle new words confidently, such as 'probably' and 'spectators', and infer the meaning of unfamiliar words and the emotions of characters portrayed in text. Leaders are determined to strengthen pupils' love of reading further

and increase staff skills and expertise in teaching the early stages of reading so that pupils' progress in this area becomes even stronger.

- Teachers have high expectations of what pupils can achieve in writing and therefore pupils make strong progress. Pupils take great pride in their work. They write increasingly complex sentences and prose with a strong awareness of the audience. For example, one pupil wrote, 'He was barely able to escape the hail of bullets flying his way. Shot after shot flew into the barrier. The cascade of metal stopped briefly as a voice shouted, alerting comrades that they had run out of ammunition.'
- Pupils' high levels of English skills are transferred across most subjects, especially in media and personal and social development tasks. However, this same high standard is not always evident in practical subjects when pupils are required to evaluate their own work, for example. Nevertheless, in these subjects, tasks frequently allow pupils to deepen and strengthen their knowledge, and in a short space of time pupils become proficient in their use of technical language.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The additional needs of pupils within the school are catered for exceptionally well. The large therapy team works superbly with the special educational needs coordinator to liaise with 19 local authorities that place pupils at the school. This team is passionate about the work it does on behalf of pupils. Transition arrangements are highly effective. Continued tracking of pupils' emotional and personal development to identify any additional support that they need means that pupils make excellent progress emotionally and academically during their time at the school.
- British values, such as respect and tolerance, are woven effortlessly throughout the school's ethos and curriculum. As a result, pupils are empathetic and insightful, and are developing into mature and responsible citizens.
- Pupils prosper socially from the range of opportunities that they are given to work alongside the local community and to attend local colleges. They grow in confidence and are able to communicate with unfamiliar peers and adults as a result, in environments that are alien to them. This is excellent preparation for the next stage in their education.
- Routines and expectations are well established, and these result in a largely serene and very safe environment. Pupils are ready to start tasks promptly following transitions between lessons, between activities and from breaktime, so that minimal learning time is lost.
- Pupils say they feel safe and that they are safe. The school provides ample opportunity for pupils to learn how to be safe, including in relation to sexual health. Parents are overwhelmingly positive about the care that the school provides and the safety of their children. Staff are united in their view that pupils are safe at school.

Behaviour

- The behaviour of pupils is outstanding. During this inspection, pupils managed their own

behaviour superbly. Pupils are well mannered and respectful towards adults and their classmates.

- Consistent implementation of the school's behaviour policy, which is bolstered by positive relationships, has resulted in very positive attitudes to learning and first-rate conduct. The need for fixed-term exclusions is exceptionally rare because pupils quickly understand what is expected of them and learn how to regulate their own emotions.
- Pupils are positive about behaviour in the school. They appreciate the support they are given from staff when they struggle to manage their emotions and anxieties on occasions. Pupils say that staff are quick to respond to any bullying or unkindness when it is reported by pupils.
- Pupils demonstrate immeasurable compassion and respect for each other's differences and say that all pupils are treated equally to reach their goals.
- Pupils of all ages interact well with each other at breaktimes because there is a strong sense of togetherness which is endemic between pupils and between pupils and staff. For example, pupils and staff prepare toast in the canteen for others to enjoy at breaktimes. A family atmosphere pervades while staff remain highly visible and vigilant.
- Pupils appreciate the fact that they are able to attend school and the positive change it has made to their lives. They are happy here. Consequently, attendance is in line with the national average for special schools. Leaders work exceptionally hard to reduce unauthorised absence, and work very closely with other professionals and representatives from placing authorities to address the rare incidents of persistent absence that do occur.

Outcomes for pupils

Outstanding

- Pupils' attainment on entry is often below that expected for their chronological age because of disrupted educational experiences in the past. Nonetheless, from their different starting points, pupils make remarkably strong progress to swiftly diminish the difference between their achievement and that of other pupils nationally.
- Pupils' progress in English and mathematics is especially strong and, because of this, pupils are equipped with the skills they need to continue as learners in the future. Pupils build on accreditation in these subjects as they progress through the school, most attaining GCSE grades A* to G in both subjects by the time they leave the school.
- Leaders have ensured that the most able pupils make rapid progress to attain highly in a range of subjects because their individual needs are met. Occasionally, pupils go on to study A levels in as many as four subjects because the school has provided them with the foundations of learning on which they can excel academically.
- Leaders have made certain that there is no ceiling to what pupils can achieve. Leaders 'go the extra mile' to facilitate access to additional subjects that reflect pupils' interests and strengths, for example by providing a GCSE qualification in psychology. Consequently, pupils achieve a vast array of qualifications by the time they leave the school in academic and vocational subjects, ranging from entry-level certificates, BTEC, Award Scheme Development and Accreditation Network (ASDAN) accreditation and GCSEs, to name but a few. By the end of key stage 4, pupils' attainment is well above that of pupils nationally with similar starting points.

- Disadvantaged pupils, including pupils who are looked after, make the same strong progress as their peers in the school. These pupils, as with their peers, achieve more highly than pupils nationally with the same starting points. For some, the difference between their achievement and other pupils nationally is eradicated.
- Pupils make rapid progress in their speaking, listening and communication skills. This prepares pupils superbly to answer questions, take part in discussions and talk confidently with other pupils, staff and unfamiliar adults. A number of pupils read confidently to inspectors and were able to infer meaning from the text and bring their own knowledge of the world to explain the context of the text. In addition, pupils shared their aspirations with inspectors and proudly showed beautifully crafted prose they had written.
- Leaders place great emphasis on securing learning in every subject and endeavour to strengthen pupils' transferable skills from one subject to another. This is more evident in some subjects than others. For example, in media, pupils use the same high level of sentence structure and analytical thinking as they do in English, but this is not the case in all subjects. Pupils could make even more progress and achieve more highly across other subjects if this were the case.
- Pupils are exceptionally well prepared for their next stage of education and continue to build on the accreditations offered by the school. The school transforms pupils' lives. One parent reflected this by saying, 'If he (talking of her son) has come this far in this short space of time, then I can't wait to see what's to come. There is so much more to my little boy. He has a future thanks to this school.'

Sixth form provision

Outstanding

- The sixth form is very well led by a knowledgeable and forward-thinking leader who aspires for students and inspires others to do the same. As a result, staff are entirely focused on enabling students to experience highly personalised learning pathways that are accurately attuned to their interests and talents, for instance through attending the Bournemouth Academy of Modern Music.
- Leaders have an accurate awareness of the strengths of the sixth form and what could be even better. They are rightly proud of the conduit this provides students between school and life beyond Coxlease School. During their time in the sixth form, students continue to grow into mature young adults who are positive about their future lives and their potential to make their ambitions a reality.
- Students' achievements are exceptional because the quality of teaching is outstanding. Students build both on what they already know and the accreditations they have achieved by the end of key stage 4. Leaders make sure that students continue to strengthen their achievement in English and mathematics to reach the standards of which they are capable by the time they leave the sixth form.
- Students have access to a wealth of subjects, both academic and vocational, and achieve highly in them. Leaders continually explore how to broaden the curriculum offer further. Currently, students attend The Hub, which is located just a few miles from the main school, and a range of local colleges where they are ably supported by school staff. In September a new facility known as 'The Skills Centre' will open to offer a range of catering and health and beauty qualifications.

- Highly effective liaison between school and college leaders means that the progress that students make is communicated well to school leaders so that they can be satisfied that students are getting the best possible experience and outcomes. In addition, leaders monitor the quality of teaching at colleges to ensure that courses meet up to their exacting standards. Because of leaders' diligence, students have consistent access to high-quality education and achieve well.
- Preparation for life is a fundamental and entrenched aspect of the sixth form curriculum. This includes travel training, preparation for the workplace, such as writing curriculum vitae and practising interview skills, and having access to high-quality careers advice. Employability skills are also taught through the ASDAN certificate of personal excellence (CoPE) accreditation, which all students complete. Importantly, students learn how to be part of the wider community and to manage a range of social situations. Students' social skills and ability to interact on a personal level are superb as a result.
- Students undertake work-related learning when appropriate. This provides students with excellent preparation for their future lives.
- Student's behaviour and wonderful attitudes to learning make a huge contribution to their readiness to learn when they attend The Hub or local colleges. They have high expectations of themselves because these aspirations have been modelled well by staff. As a result, students have secured and sustained meaningful placements at college when they leave the school. The school's success in this area is significantly above that found nationally. Students' accomplishments in their future lives are marks of the superb support they have received during their time at Coxlease School.

School details

Unique reference number	116586
DfE registration number	850/6017
Inspection number	10034635

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School category	Independent special school
Age range of pupils	9–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	60
Of which, number on roll in sixth form	8
Number of part-time pupils	0
Proprietor	Priory Education Services Ltd
Chair	Phil Jonas
Headteacher	Darren Harte
Annual fees (day pupils)	£80,000
Telephone number	023 8028 3633
Website	www.priorygroup.com/location-results/item/coxlease-school
Email address	coxleaseschool@priorygroup.com
Date of previous inspection	14–16 October and 1 December 2015

Information about this school

- Coxlease School is part of the Priory Education Group. It is situated in the New Forest and provides education for pupils who have social, emotional and mental health needs as well as other complex needs associated with autistic spectrum disorders.
- All pupils have a statement of special educational needs or an education, health and care

plan.

- The school is registered for 55 pupils and is currently oversubscribed.
- Since the last inspection there has been a change in leadership of the school. The current headteacher took up post in January 2016.
- The school uses a wide range of alternative providers to broaden the range of accredited subjects that the school is able to offer. These include City College, Sparsholt College, Brockenhurst College, Kingston Maurward College, Richard Taunton College and Bournemouth and Poole College.
- The eight post-16 students attend The Hub, which is a new off-site provision run by Coxlease School. This operates in addition to the main school and provides educational and vocational training for up to 10 students.
- The school aims are 'for pupils to be safe, happy and to engage positively in their learning and personal development'.
- The proportion of pupils on roll who are disadvantaged is below the national average.
- The school opened in March 1982.

Information about this inspection

- The inspection was carried out with no notice at the request of the Department for Education (DfE). This is because the DfE had received a complaint that raised concerns about the welfare and safety of pupils at the school. Consequently, this standard inspection took place earlier in the inspection cycle than previously planned.
- In addition, the DfE commissioned Ofsted to consider the school's application to make a material change to their registration – namely, to increase the school's capacity to 110 for pupils between the ages of five and 19. This includes early years provision.
- Inspectors held a range of meetings with senior leaders, those responsible for governance, the special educational needs coordinator, the therapeutic lead and other members of staff representing a range of roles within the school.
- Inspectors observed learning on a number of occasions in all key stages.
- Inspectors spoke to pupils in lessons and at breaktimes, and met formally with pupils and students at The Hub to gather their views about the school.
- Inspectors heard pupils read.
- Inspectors visited The Hub and The Life Skills Centre, and toured the new primary facility which is due to open in October 2017.
- There were three responses to Ofsted's online questionnaire, Parent View, and one accompanying written contribution. Inspectors also spoke to parents at the start and end of the school day.
- Questionnaires submitted by 18 members of staff were scrutinised.
- Inspectors looked at samples of pupils' work, for example in mathematics, English, personal and social development, media and art, alongside middle leaders.
- Inspectors reviewed the checks made on staff about their suitability to work with children.
- Documents and policies were checked for compliance with the independent school standards.

Inspection team

Abigail Birch, lead inspector

Her Majesty's Inspector

Jane Edwards

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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