

Beis Soroh Schneirer

Arbiter House, Wilberforce Road, West Hendon NW9 6AX

Inspection dates

26–28 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not taken sufficient action to ensure that teaching and pupils' outcomes are consistently good. Consequently, the school does not meet all of the independent school standards.
- Leaders expect teachers to follow suitable schemes of work. However, in practice, teachers do not implement curriculum plans thoroughly. This has reduced the impact of leaders' work to improve teaching. This is most evident in writing, art, technology and physical education.
- Teaching has not been strong enough to ensure that pupils make sustained progress and achieve to the best of their abilities. Pupils sometimes complete activities that are not well matched to their needs. The most able pupils, in particular, are not routinely stretched in their learning.
- Teachers are sometimes unclear on the skills and knowledge they want pupils to learn, particularly in writing, art and physical education. Teaching in some subjects places insufficient emphasis on ensuring that pupils develop their basic writing skills.

The school has the following strengths

- Governors have strengthened leadership considerably through the appointment of a headteacher to lead the 'Chol' (secular) curriculum. Together with senior leaders, she is taking effective action to improve teaching and pupils' outcomes. However, this work is too recent to have led to sustained improvements.
- The headteacher of 'Kodesh' (Jewish studies) ensures that pupils achieve well in this area of learning. The school's religious ethos plays a key role in pupils' good personal development.
- Pupils are well prepared to play an active role in British society. They develop into confident young people who are respectful of others.
- Pupils' conduct around the school is impressive. They work hard and try their best.
- Parents and carers are supportive of the school. They are confident that their children are happy and safe.
- The early years provision is led well. Children enjoy school and are well prepared for Year 1.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make strong progress in a range of subjects by ensuring that:
 - teachers implement curriculum plans consistently in writing, art, technology and physical education
 - teachers make good use of assessment information to plan activities that deepen pupils' existing skills and knowledge
 - well-planned activities routinely challenge the most able pupils
 - teachers expect pupils to apply their basic skills consistently in other subjects
 - in mathematics, pupils deepen their understanding by answering questions that make them think hard
 - teachers raise expectations of what pupils can achieve in writing, including their handwriting.
- Improve the quality of leadership and governance so that the school meets all the independent school standards by ensuring that:
 - leaders draw astutely on all available information to evaluate the school's effectiveness and adapt their actions in light of the evidence they find
 - teachers understand and follow agreed schemes of work in all curriculum subjects
 - the space used for physical education enables teachers to implement the curriculum effectively
 - leaders analyse absence rates for pupils who have special educational needs and/or disabilities rigorously, to make sure that they are not disadvantaged by poor attendance.

The school must meet the following independent school standards

- The proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (paragraph 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)).
- The proprietor ensures that the teaching at the school:
 - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3, 3(a))
 - involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c))
 - shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons

(paragraph 3, 3(d))

- demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3, 3(e))
 - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3, 3(g)).
- The proprietor should ensure that suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum (paragraph 29(1), 29(1)(a)).
- The proprietor ensures that persons with leadership and management responsibilities at the school:
- demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a))
 - fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(b)).

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership requires improvement because leaders and governors have not taken effective action to ensure that all of the independent school standards, particularly those related to teaching, are met.
- Until recently, the impact of leaders' work to improve teaching and the curriculum has been variable. Over time, leaders' actions have not led to sustained improvements. Consequently, pupils' progress is not consistently strong.
- Leaders' actions to drive improvements have been undermined by a lack of rigour in their self-evaluation. Insufficient weight has been given to checking the quality of teaching in a range of subjects. In the past, leaders have not ensured that pupils make good progress in all areas of the curriculum.
- Leaders have sound plans in place to ensure that pupils develop age-related knowledge and skills in a broad range of subjects. Pupils told inspectors how much they enjoy their learning in subjects such as science and history. However, leaders have not ensured that teachers implement curriculum plans thoroughly, particularly in art, technology and physical education. Leaders have credible plans in place to strengthen the curriculum. For example, in art, leaders are reviewing schemes of work to ensure that teaching gives due weight to the development of key skills and techniques. Nevertheless, it is too soon to judge whether these changes will improve pupils' outcomes.
- Leaders' efforts to improve the quality of physical education have been hampered because they have not prioritised the provision of suitable space for sports teaching.
- Leaders and governors are determined to encourage pupils to develop into well-rounded young people who play a positive role in society and their community. Parents and carers are highly appreciative of leaders' commitment to the school and their children.
- The recently appointed headteacher of the Chol curriculum is ambitious to secure further improvements. She has wasted no time in identifying the areas that need to be better and challenges staff to expect more of pupils. As a result, teaching and pupils' progress are improving, particularly in reading and mathematics.
- Leaders and governors work in close partnership. They share the ambitions of the new headteacher. Together, they have introduced a new leadership structure that is already successfully delivering improvements. However, much of leaders' work is too recent to have secured sustained improvements.
- In English, mathematics and Kodesh, leaders hold teachers to account more rigorously than they have done in the past. Leaders check the quality of pupils' learning frequently. They take account of assessment information, visit lessons and review work in pupils' books. Leaders provide teachers with clear guidance to help them to improve their teaching. Staff value the advice they receive and feel well supported. Staff morale is high.
- Close partnerships with parents and external agencies ensure that leaders have a good understanding of the barriers to learning faced by pupils who have special educational needs and/or disabilities. Leaders regularly set targets for pupils. However, some targets are too broad. This prevents leaders from evaluating sharply how well pupils are learning

and identifying when further support is needed.

- The curriculum is enriched through visits and workshops which contribute effectively to pupils' enjoyment of learning and their good personal development. For example, in history, pupils explained how a museum trip had helped to deepen their understanding of life in Victorian Britain.
- Pupils' good spiritual, moral, social and cultural development is underpinned by the school's religious ethos. Pupils are highly respectful of others. They understand that people may have different views, faiths or beliefs and why individuals have the right to make their own choices. As one pupil put it: 'We are taught that people believe different things and that is their right. I know it's okay because we are all special, but all equal at the same time.'
- The curriculum prepares pupils well for life in modern Britain. Pupils have a good knowledge of British institutions as well as other cultures. They regularly debate a wide range of issues in their 'current affairs' classes. Teachers encourage pupils to reflect carefully and discuss the topics sensitively. For example, pupils in Year 4 learned about a recent hurricane in America and the impact this has had on people's lives. Regular charity work instils pupils with a sense of duty to help others in difficult circumstances.
- Inspectors considered a material change request as part of the inspection. Governors wish to admit two-year-old children into the early years and increase the school's capacity from 260 to 290 pupils. Having considered the governors' and leaders' expansion plans and the proposed classrooms, it is the inspectors' view that the school could accommodate these changes.

Governance

- Governors know the school well. However, they have not used the information they have to systematically track the school's compliance with the independent school standards. This has prevented governors from holding leaders to account with sufficient rigour.
- Governors are passionate about the school and ambitious to ensure that pupils receive high-quality teaching in all subjects. They accept that the school is on a 'journey of improvement' and more work is needed to ensure that their aspirations for pupils' education are fully realised.
- Governors have wisely strengthened the leadership of the secular curriculum to increase the pace of improvement. Governors support leaders fully with their plans. For example, they have invested in reading books and schemes of work to strengthen the teaching of English. They have recently secured additional funding to improve the teaching of technology, including the purchase of computers.
- Governors are asking leaders more challenging questions about pupils' outcomes than was the case in the past. This is helping leaders to prioritise their actions and check the impact of their work. For example, leaders and governors have reorganised staffing with the aim of improving the quality of English and mathematics teaching. Governors ensure that leaders evaluate these new arrangements carefully so they make a positive difference to the quality of teaching and pupils' progress.

Safeguarding

- The arrangements for safeguarding are effective.
- Clear policies and procedures, together with regular training, ensure that staff understand and follow the most recent statutory guidance related to safeguarding, including the 'Prevent' duty. Staff are vigilant as to the signs that a pupil may be vulnerable to abuse, for example through being drawn into extremist activity or going missing from education.
- Staff report issues promptly when they have concerns about a pupil's welfare. They understand that their responsibilities do not end with simply reporting a concern and that they have an equal duty to ensure that concerns are followed up thoroughly.
- Leaders work closely with families and external agencies to understand potential risks to pupils' safety. They monitor pupils' welfare closely to ensure that vulnerable pupils and their families receive timely help and support.
- Leaders carry out all the required pre-employment checks on adults working at the school. Staff know what to do if they have concerns about the suitability of any adults working on site, including contacting the local authority.
- Leaders and governors regularly check site safety. They involve external partners to ensure that systems are fit for purpose. For example, leaders recently commissioned a fire safety audit to ensure that procedures were strengthened where necessary. However, some aspects of leaders' record-keeping provide insufficient detail on all the checks that have been carried out. This has prevented leaders from building an in-depth picture of the school's compliance with the independent school standards.
- Pupils feel safe and well cared for. They spoke confidently of the procedures the school uses to promote their welfare. One pupil told inspectors that the best thing about the school was the way staff care for them when they feel unwell or worried.
- Parents unanimously agree that their children are happy and well looked after.
- The school does not have a website. However, the safeguarding policy is available to parents on request.

Quality of teaching, learning and assessment

Requires improvement

- In key stages 1 and 2, leaders have not ensured that all of the independent school standards related to teaching are met. Although improving, the quality of teaching is not consistently good across all year groups or subjects.
- Teaching is not good enough to ensure that pupils make sustained progress in all areas of the Chol (secular) curriculum. Although leaders have introduced suitable schemes of work, they have not ensured that teachers implement them effectively or thoroughly in all subjects.
- In English and mathematics, leaders ensure that teachers assess pupils' knowledge and skills regularly. Teachers question pupils effectively and check their understanding. When teaching is stronger, teachers use this information to plan and adapt tasks that are well matched to pupils' needs. However, this approach is not consistent across all classes and subjects.
- Although teachers typically set work with different levels of difficulty, teaching is not routinely challenging enough for the most able pupils.

- Teachers sometimes plan activities without considering fully what skills or knowledge they want pupils to learn. In part, this is because some teachers' subject knowledge is not secure. For example, the teaching of art currently gives little weight to pupils' skills development.
- Equally, some teachers place insufficient emphasis on ensuring that pupils use their reading, writing and mathematics skills in other subjects. Consequently, pupils sometimes spend time on tasks that do not deepen their knowledge and skills. This is particularly the case in writing, where teachers' expectations are too low.
- Teachers expect pupils to try their best. Pupils are keen to meet these expectations. They listen carefully to teachers' instructions and start their work promptly. Teachers usually explain clearly what they want pupils to do. However, on occasions, they provide limited guidance on how pupils should do it. Consequently, pupils sometimes focus their efforts on finishing a task rather than completing it well.
- The teaching of mathematics provides pupils with secure foundations in their understanding of number as well as their arithmetic skills. However, pupils have few opportunities to solve problems or answer questions which stretch their thinking. Leaders have made changes to the mathematics curriculum to tackle this but it is too soon to judge the impact.
- Leaders have revised the school's approach to the teaching of reading. In key stage 1, a new scheme of work has ensured that pupils use their phonics skills to read a broader, more challenging range of books than in the past. Throughout the school, well-chosen books excite pupils about reading. Pupils complete activities which develop their vocabulary and comprehension skills effectively. For example, pupils told inspectors that they are encouraged to think about why a character feels or acts in a certain way in a story.
- Changes to the teaching of reading have benefited pupils' attitudes to writing. Pupils spoke enthusiastically about how the books they read inspire them to write in different styles and choose ideas.
- However, scrutiny of pupils' work shows teachers' expectations for the quality of pupils' writing are not consistently high enough. Leaders are taking action to tackle this. Teaching now gives due weight to the development of age-related grammar, spelling and punctuation skills. However, the changes are too recent to have had a clear and sustained impact on pupils' outcomes. In particular, pupils' inconsistent handwriting is sometimes left unchallenged.
- In the Kodesh curriculum, teachers typically plan sequences of lessons which help pupils build progressively on their existing skills and knowledge. Teachers are quick to spot pupils who find the learning difficult and provide support so they do not fall behind.
- Positive and respectful relationships underpin pupils' enjoyment of their learning. They are ready to ask for help when they need it and learn from their mistakes.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Caring relationships create a strong sense of community between pupils, staff and families. As one pupil put it, 'We all work together to look after each other so that we enjoy school.'
- Pupils of all ages play and learn together well. Pupils told inspectors that 'everyone gets along together' and 'no one is ever left out'. Adults supervise pupils carefully and provide appropriate guidance to keep them safe. Pupils are confident that adults spot and sort out issues quickly.
- The school's religious ethos provides the foundation for pupils' respectful and considerate attitudes. Adults are excellent role models in the way they speak to and encourage pupils. During lessons, pupils share ideas and listen carefully to the views of others. They are ready to learn from each other's ideas and support their classmates with their learning.
- Incidents of bullying or unkind behaviour are rare. School records show that leaders and staff respond promptly if any concerns arise. For example, they have deployed additional adults on the playground to help pupils sort out disagreements and play well together.
- Pupils are sensitive to the ways people are different. They understand that, sometimes, being different can make someone vulnerable to bullying or unkind comments. They told inspectors that you always have to be 'extra kind' so everyone feels included and welcome.
- The curriculum helps pupils to understand what they might do to minimise risks to their well-being. For example, older pupils attend workshops to help them understand how they can keep safe in the local community. Pupils have a basic awareness of e-safety. They know to tell an adult immediately if they see or hear something that worries them.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous to each other and to staff. They greet adults and visitors with a smile and say 'good afternoon'.
- Pupils have high expectations of their own behaviour and that of their peers. They have a strong sense of right and wrong, as their exemplary conduct around the school shows.
- Pupils appreciate the school system for promoting good behaviour, stating that it is 'fair' and helps them to 'know how to follow the rules so the school works for everyone'.
- School logs show that incidents of poor behaviour are infrequent. Records show that staff apply the school's behaviour policy consistently and involve parents appropriately in resolving any concerns. While poor behaviour is unusual, leaders do not analyse the information they have to identify any trends or issues over time.
- Pupils' enjoyment of school is reflected in their above average rates of attendance. This has been the case over the last three years. Leaders ensure that staff follow up any absence quickly so they have an accurate picture of why a pupil is not in school. However, leaders' analysis of attendance information is limited. For example, they do not systematically track persistent absence or the attendance of pupils who have special educational needs and/or disabilities. Consequently, they are unable to pinpoint potential

reasons for pupils' underachievement.

Outcomes for pupils

Requires improvement

- Over time, pupils do not make consistently strong progress in a wide range of subjects. This is particularly the case in writing, physical education and creative and technological education.
- Work in pupils' books and school assessment information indicate that rates of progress for current pupils are uneven across year groups, especially in writing. This is the case for all groups of pupils, including those who have special educational needs and/or disabilities and the most able.
- Although pupils typically attain age-related standards by the end of key stage 2, inconsistent progress over time means they do not achieve the standards of which they are capable. Nevertheless, pupils are adequately prepared for the next stage of their education.
- Provisional information from the 2017 key stage 2 assessments indicates a decline in pupils' achievement in all subjects. Leaders have analysed the reasons for this carefully. As a result, their actions to raise standards for current pupils prioritise the right areas. However, it is too early to judge whether recent improvements to the quality of teaching will lead to better outcomes, particularly in writing.
- In mathematics, leaders' actions are securing better rates of progress. Nevertheless, more work needs to be done to ensure that improvements are sustained and pupils, including the most able, consistently achieve the standard of which they are capable.
- Pupils enjoy reading and told inspectors they read regularly for pleasure. They use their phonics and comprehension skills confidently to work out the meaning of unfamiliar words.
- In the past, too few pupils achieved the expected standard in the Year 1 phonics screening check, primarily because the quality of teaching was inconsistent. Leaders' actions mean this is no longer the case. School assessment information indicates a substantial rise in the proportion of pupils achieving the expected standard in 2017.
- In science, discussions with pupils and work in their books demonstrate that they typically acquire age-expected skills and knowledge by the end of key stage 2. Pupils articulate a good understanding of key concepts using subject-specific vocabulary accurately, for example when describing how materials can change state or the life cycle of a plant.
- Pupils' speaking and listening skills are well developed. They listen carefully to each other and to adults and express their ideas confidently.

Early years provision

Good

- Leaders and staff are passionate about ensuring that all children get the best start to their education. They work with a shared sense of purpose to realise this aim.
- The early years leader is highly effective in driving improvements. Leaders use a range of information to evaluate the quality of children's learning. They draw astutely on advice from the local authority and visits to other schools to sharpen the accuracy of their

judgements. As a result, leaders and staff have an incisive picture of what is working well and their priorities for improvement.

- Staff share high expectations for children's behaviour. They provide children with clear guidance so they understand what is expected of them. Children follow instructions quickly, share resources sensibly and learn how to play together well.
- Clear routines ensure that children feel secure and help them to develop confidence in their own skills and interests. As a result, children are keen to learn and persevere with activities even when they find them challenging.
- Staff know children well. Close partnerships with families strengthen their understanding of children's needs and interests. Staff make effective use of this information to plan learning which reflects children's abilities and motivates them to learn.
- Teaching ensures that children are well prepared for their learning in Year 1. Typically, children join the school with knowledge, skills and understanding below that expected for their age. By the time they leave the Reception class, the majority of children have reached a good level of development. This represents good progress.
- Carefully chosen activities and resources support children's progress in all areas of learning, including mathematics and phonics. For example, adults skilfully developed children's understanding of shape through a 'shape hunt'. Children confidently identified 'rectangles' and 'triangles' and recorded how many they had found in a tally chart.
- Adults are skilled in motivating children to try activities for themselves and learn from their mistakes. They intervene carefully with questions or explanations to ensure that children keep trying. The early years leader has rightly prioritised improving the quality of adults' questioning to extend children's thinking further.
- Leaders and staff check children's progress rigorously. They are quick to provide well-targeted support for children at risk of underachieving.
- Children who have special educational needs and/or disabilities are identified promptly. Staff work effectively with families and external partners to assess children's needs and plan additional support so they learn as well as their peers.
- Since the previous inspection, governors have invested considerable resources in improving the early years. New classrooms have been built on the school's premises with the aim of providing better-quality space for children to play and learn. The majority of work is now complete. However, the learning space outside is underdeveloped, in part because building work was not fully finished at the time of the inspection. Consequently, the quality of children's learning is not as strong as that found in the classrooms. Leaders are tackling this with appropriate urgency.
- Leaders ensure that arrangements for safeguarding are effective and that the statutory early years requirements are met in full, as are the related independent school standards.

School details

Unique reference number	131026
DfE registration number	302/6104
Inspection number	10008541

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 school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Girls
Number of pupils on the school roll	260
Number of part-time pupils	None
Proprietor	Mr Adler
Chair	Mr Waldman
Headteacher	Mrs Mossberg and Dr Ryde
Annual fees (day pupils)	£4,800
Telephone number	020 8201 7771
Website	None
Email address	bssschool@btconnect.com
Date of previous inspection	14 January 2010

Information about this school

- Beis Soroh Schneirer is an independent day school for girls of Jewish faith, aged from three to 11 years. There are currently 260 girls on roll.
- The school opened in 1996 and serves the Orthodox Jewish community of north-west London.
- The school was last inspected by Ofsted on 14 January 2010.
- Governors have recently redeveloped the premises to create new classrooms for children in the Nursery and Reception classes.

- The proportion of pupils who have special educational needs and/or disabilities is below the national average. There are no pupils who have a statement of special educational needs or an education, health and care plan.
- The school provides childcare for children under the age of two on the premises. The provision is registered and inspected separately.
- The school does not have a website. Parents are made aware that policies are available from the school office on request.

Information about this inspection

- This full standard inspection took place with one day's notice.
- Inspectors visited classes in every year group to evaluate the quality of the curriculum and pupils' learning. The majority of these visits were conducted jointly with senior leaders.
- Inspectors also reviewed work in pupils' books during meetings with leaders, during visits to lessons and in their discussions with pupils.
- Meetings were held with leaders, including the two headteachers and the leader with responsibility for the early years. A range of documentation was reviewed, including the school's self-evaluation, plans for improvement, assessment information and leaders' checks on the quality of teaching and pupils' outcomes.
- Inspectors spoke informally to pupils during visits to classrooms and around the school site, including on the playground. They also held meetings with two groups of pupils to hear them read and discuss their experiences at the school.
- Records related to health and safety, child protection and safeguarding were reviewed. The school's single central record of pre-employment checks was scrutinised. Meetings were held with leaders and staff to evaluate the effectiveness of arrangements to keep pupils safe. An inspector also conducted a tour of the premises with a senior leader.
- A range of documentation was considered in order to check the school's compliance with the independent school standards. Inspectors reviewed curriculum policies and schemes of work. They scrutinised school policies for behaviour, anti-bullying, admissions and complaints. Records of unacceptable behaviour, including bullying, were also reviewed.
- Inspectors held meetings with a group of staff and considered the 19 written responses to Ofsted's staff survey.
- Inspectors took into account the views of parents, primarily through the 60 written responses to Ofsted's survey for parents, Parent View.
- Inspectors also considered a material change request to the school's registration as part of this inspection. The school has applied to admit two-year-old children and increase the school's capacity from 260 to 290 pupils.

Inspection team

Sarah Murphy-Dutton, lead inspector

Her Majesty's Inspector

Andrew Wright

Her Majesty's Inspector

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