

Archway Academy

86 Watery Lane, Middleway, Bordesley, Birmingham B9 4HN

Inspection dates

17–19 October 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- This is an inadequate school and it has declined since the last standard inspection. Leaders have not made sure that the independent school standards are met in full. Safeguarding is not effective. There are weaknesses in leadership, teaching, outcomes and the curriculum.
- Leaders do not have a strong overview of what each pupil should be learning. Physical education is not currently taught according to the school's curriculum plans. Pupils' education, health and care plans are not reviewed in a timely way.
- Pupils gain a small number of qualifications at the end of Year 11. Teaching does not enable all pupils to make the progress of which they are capable.
- The culture of vigilance and safeguarding is not strong enough. Attendance registers are not accurate. Registration systems are complex and prone to error. Leaders do not always know exactly where pupils are being taught in the community. As a result, pupils are at risk.
- Pupils' attendance is very low and has worsened since last year. Leaders do not make sure that they have a full understanding of pupils' previous attendance, so they cannot track pupils' progress towards better attendance.
- Some tutors do not have the skills necessary to teach pupils at the appropriate level. As a result, pupils do not do well from their starting points.

The school has the following strengths

- The new leadership team, in post for a few weeks at the time of inspection, demonstrates the skills and understanding needed to improve the provision.
- While at the school, pupils develop self-esteem, confidence and resilience. Leaders and staff make sure that they develop pupils' spiritual, moral, social and cultural knowledge, skills and understanding well.

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?

■ Leaders should take urgent action to:

- ensure that pupils who are educated permanently or for extended periods of time off the school site are safe, know how to keep safe, well taught and make the progress of which they are capable regardless of where they are taught
- fully review the practice of having most pupils educated in the community, making sure that robust and complete risk assessments are undertaken on all the premises visited by the pupils and their tutors
- where possible, ensure that pupils attend the school site so that they can benefit from its facilities and from mixing with other pupils in school
- ensure that leaders know the exact location of all pupils at all times
- streamline attendance and registration procedures so that registers are consistently accurate.

■ Improve outcomes for pupils, by:

- making sure that leaders have a full overview of each pupil's curriculum, so that they know what is being taught, and how well pupils are progressing through their curriculum
- making sure that all tutors who teach English and mathematics have the required teaching skills and subject knowledge so that pupils can make the progress of which they are capable
- reviewing pupils' education, health and care plans (EHC) plans with the required frequency so that pupils' needs are met consistently
- making sure that pupils' targets are related clearly to their EHC plans where they have them, and are specific and aspirational for all pupils
- tracking pupils' progress in achieving higher levels of attendance by taking into consideration their previous attendance levels
- comprehensively tracking pupils' progress in all areas of learning, including social and emotional learning
- assessing pupils' potential attainment using all available information including their prior attainment and levels of attainment on entering the school.

■ Embed the new systems that leaders introduced or designed in September 2017 so that leaders:

- have a full overview of pupils' curriculums and of how well the curriculums are delivered
- know how well all pupils are progressing
- review and evaluate teachers' and tutors' work regularly
- fully implement a system to manage staff performance
- arrange professional development when tutors do not have the required English and

mathematics skills to teach level 2 courses

- regularly evaluate tutors' work at the locations in which they teach in the community
- ensure that the independent school standards are met in full.

- Ensure that the new governing body has a positive impact on pupils' outcomes, by governors offering consistent challenge and support to leaders over time.

The school must meet the following independent school standards

- Ensure 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 (paragraph 2(1), 2(1)(a), 2(1)(b)).
- Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(1)(b)(i), 2(2), 2(2)(a)).
- Ensure that pupils 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(a)).
- Make sure that teaching involves well planned lessons and effective teaching methods, activities and management of class time; understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; demonstrates good knowledge and understanding of the subject matter being taught; and utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(c), 3(d), 3(e), 3(f)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7, 7(a)).
- The proprietor must ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy and a written risk assessment policy. Appropriate action must be taken to reduce risks that are identified (paragraphs 11, 16, 16(a), 16(b)).
- The proprietor must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- The proprietor must ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1)(c)).
- The proprietor must ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- The proprietor must ensure that a suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum; and pupils to play outside (paragraph 29(1), 29(1)(a), 29(1)(b)).

- With regard to the provision of information, the proprietor must ensure that the following is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - particulars of the policy referred to in paragraph 2 (a written policy on the curriculum, supported by appropriate plans and schemes of work)
 - particulars of the school's academic performance during the preceding school year, including the results of any public examinations
 - details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 32(1), 32(3)(c), 32(3)(e), 32(3)(f)).
- The proprietor must ensure that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which:
 - is available for inspection on the school premises by the proprietor and the head teacher
 - provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and
 - whether they are resolved following a formal procedure, or proceed to a panel hearing and
 - provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them (paragraph 33, 33(i)(ii), 33(j), 33(j)(ii), 33(k)).
- The proprietor must ensure 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
 - fulfil their responsibilities effectively so that the independent school standards are met consistently
 - actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).
- The proprietor must make arrangements to fulfil the school's duties under schedule 10 of the Equality Act 2010 by making sure an appropriate and accurate accessibility plan is in place.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not ensured that all of the independent school standards are met.
- The school has two new headteachers, a new attendance officer, governor and quality assurance director. All these staff have taken up their role in the past few weeks. This team has swiftly identified most of the main weaknesses of the school. However, it is too early to see the effect of their actions so far.
- Most pupils have a curriculum that is unique to them. At the Birmingham site in particular, they are taught one-to-one in the community. Their tutor teaches all of their subjects. Leaders have undertaken a check on all of the files related to these pupils' education. However, many pupils' curriculum plans are missing, inaccurate or out of date. Consequently, leaders do not currently have an overview of the curriculum coverage and progress for all pupils. Leaders know this and are taking steps to address the issue. However, it is too early to see the result of their actions.
- Pupils do not currently experience a full range of subjects. There is no suitable space on the Worcester site for pupils to play or do physical education. Pupils who are taught out in the community have limited access to physical education. Historically, leaders have arranged regular visits to a local leisure centre. However, they do not currently offer this opportunity. Leaders are unclear about when this opportunity will restart.
- The school's accessibility plan is not adequate. The plan lists a range of completed actions, which have in fact, not been completed. For example, the plan wrongly states that braille signage was installed throughout the building in 2016. The plan also wrongly states that a grab bar and emergency cord have been fitted into the disabled toilet.
- The proprietor has accepted pupils outside of the age range that the school is allowed under its registration with the Department for Education (DfE), knowing that this is not acceptable. This was the case at the time of the inspection.
- Inspectors asked leaders for a log of all complaints that had been made under the school's complaints policy. Leaders could not provide this information.
- At the time of the inspection, leaders thought that all pupils joined the school with low prior attainment. When inspectors challenged this, leaders discovered that this was not the case. While the number of pupils in the school with middle or high prior attainment is small, they do exist. These pupils have not been challenged effectively because leaders have presumed that they have low prior attainment.
- Leaders have tightened the procedures for testing pupils when they enter the school. This means that staff are more secure in their knowledge of what pupils can do when they arrive. However, leaders have identified that these baseline tests are not always representative of pupils' abilities. Leaders' action plan shows that they wish to improve these tests further.
- Some pupils have education, health and care plans (EHC) plans. Leaders in the past have not ensured that these EHC plans are reviewed in the appropriate period. For example, leaders found pupils' EHC plan review dates were well overdue and that pupils' targets were out of date and inappropriate. Leaders told inspectors that the reviews and up-to-

date EHC plan targets were to be found in pupils' files. In the files, inspectors found little evidence that pupils' work met the targets in their sometimes out-of-date EHC plan. As a result, leaders have not met the needs of pupils who have special educational needs and/or disabilities effectively and consistently. Leaders acknowledge this and have begun to update pupils' EHC plans urgently. However, not all EHC plans have been reviewed and some pupils' special educational needs are not being met.

- Leaders have recently taken action to make the staff performance management system more secure. Leaders told inspectors that in the past, staff did not have a full understanding of what their targets were. Staff targets are now more strongly linked to pupils' outcomes and tracking pupils' progress. It is too early to see the outcome of these changes.
- Leaders have recently begun to audit the quality of teaching. This does not yet cover each teacher and tutor. It captures strengths and weaknesses in teaching. Leaders plan to help teachers and tutors to gain relevant qualifications as they feel this will improve teaching in these areas. Actions in this area are too recent to have had a demonstrable effect.
- Leaders cannot be sure about the effectiveness of their work to prepare pupils for life in modern Britain. Pupils learn about a range of institutions, the rule of law, democracy and other fundamental British values through units of qualifications that they complete. Elements of these aspects are seen through the work of pupils who are taught in the community. However, leaders do not check pupils' progress in this area. As a result, leaders do not have an accurate overview of pupils' knowledge and understanding of the fundamental British values.
- Pupils participate in a variety of extra-curricular activities, which they say they enjoy. These include visits to the cinema, museums and ice-skating. These activities contribute strongly to pupils' enjoyment of the curriculum. Following some difficulty in gaining worthwhile work experience placements for pupils, leaders have firm, imminent plans for a range of exciting projects, which will enable pupils to gain valuable work experience in a safe environment.

Governance

- The proprietor has changed the school's governance arrangements. A new governing team has been formed. It includes the proprietor, the consultant and all senior staff. A new governor has been appointed. This governor also works for the school as a consultant. These new arrangements are very recent and the impact on pupils' outcomes is not yet fully apparent.
- Notes from the governors' meetings show that these meetings focus on day-to-day operational issues. While there has been appropriate challenge offered, by the consultant for example, this has been limited to questions posed in two short emails.
- Members of the governing board are well informed about most of the school's strengths and weaknesses. They are well placed to tackle the weaknesses because they have a sound understanding of them.

Safeguarding

- The arrangements for safeguarding are not effective.
- Most pupils on roll at the Birmingham site are educated off the school site at a variety of venues, public spaces and shops across the city. Their tutors often meet them at home or at the location where the tutoring will happen. Attendance registers show that their tutors do not consistently let the school know the exact location where the lessons will take place. Risk assessments of locations do not cover the full range of premises that pupils might go to with their mentors. Leaders do not demonstrate a culture of safeguarding or the high levels of vigilance needed to manage these risks. These arrangements pose unacceptable risks to pupils' safety.
- Attendance registers are not consistently accurate. Inspectors found instances of pupils marked present when they were absent. In addition, staff do not complete registers in line with DfE requirements. For example, staff do not use the recommended attendance codes and there are occasions when a pupil's absence is not recorded. Some registers are paper based, some electronic, some linked to staff signing in and out sheets and some are transmitted by telephone. This fragmented approach is not leading to accurate and robust attendance registers.
- Elements of the Birmingham school site premises pose a risk to pupils' safety. For example, the area that pupils use for a playground is also a car park. It leads directly onto a busy main road. Leaders told inspectors that the policy was to shut the gates during breaktimes and lunchtimes. Pupils and staff told inspectors that they had not seen the gates shut at these times. Inspectors found a fire escape that had a very widely spaced balustrade, which presented a falling risk onto spike-topped metal fencing. A ladder-type fire escape from another building was accessible from the playground and was open to pupils. Staff told inspectors that pupils had scaled this fire escape in the past. Leaders began to take action on these risks during the inspection, placing netting on the fire escape, removing the ladder and shutting the gates. However, records in the school showed that the fire escape risk had been known about for some considerable time and not acted upon.
- Tutors are trained well in safeguarding. They have undertaken a range of courses to make sure that their knowledge of risks to pupils is up-to-date and that they can effectively keep pupils safe. However, some of the organisational aspects of safeguarding require urgent attention.
- Leaders have ensured that most of the required vetting checks on staff and leaders have been undertaken. By the end of the inspection, a number of small omissions had been rectified. A copy of the safeguarding policy is available on the school's website. The policy is suitable and up to date.
- Leaders respond decisively and effectively to occasions when they are concerned about radicalisation and extremism. In response to local needs, they have made sure that staff are well trained, pupils have a high awareness of the risks, and that concerns are logged meticulously and managed well. When leaders do not receive the support they need from external agencies they are tenacious in ensuring that their concerns are taken seriously and that the required support is gained.

Quality of teaching, learning and assessment

Inadequate

- Most pupils are educated in the community, at home, in a variety of public places or shops. These pupils receive all, or most, of their teaching from a single tutor who covers all subjects. The school's records show that teachers do not consistently keep comprehensive or detailed records of these pupils' progress or their coverage of the curriculum.
- When pupils are taught in the community, they lack access to the range of materials and resources that are available in the school. Tutors are expected to make many of their own resources, and the quality of these varies. Too much teaching of pupils in the community is poorly planned, and leaders do not have a comprehensive overview of the quality of learning, teaching and assessment.
- Some tutors do not have the skills they need to teach correct subject knowledge in English and mathematics. As a result, some pupils do not make the progress of which they are capable. Leaders have undertaken an audit of tutors' teaching skills. This audit shows that some staff who teach English and mathematics one-to-one in the community do not have qualifications in English and mathematics at any level. As a result, inspectors found examples of teaching which were not well structured. In mathematics, for example, tutors make limited use of 'hands on' or visual equipment to help pupils' understanding of mathematical concepts.
- Inspectors' evaluation of pupils' work across a range of subjects showed that, too often, pupils do little academic work, filling in worksheets with little care, detail or development.
- Inspectors observed examples of pupils' positive relationships with tutors leading to sound progress. Where teaching is stronger, groups of pupils discuss their ideas animatedly, and enjoy their learning. For example, inspectors observed a class where a teacher skilfully helped pupils understand what it meant to be a celebrity, and to consider whether they would like to be one. In other lessons, pupils learn valuable practical skills. For example, in one lesson, a pupil talked confidently with the inspector about how and why dough rises in bread making. In another lesson, pupils were demonstrating their creativity and teamwork while learning about painting and decorating. However, pupils do not consistently experience these valuable learning opportunities.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Elements of risk on the Birmingham site and ineffective safeguarding arrangements mean that leaders have not taken all reasonable steps to ensure pupils' welfare.
- Some pupils who are educated in the community are entitled to free school meals. Leaders told inspectors that these pupils were only allowed to buy healthy food. Pupils have an allowance that often does not cover the cost of a healthy meal and drink in the locations in which they are taught. Some tutors expressed concern that their pupils were hungry because of this. Inspectors found evidence that pupils were regularly eating cakes and snacks for lunch and that some could not afford a drink with their allowance. Leaders

agreed that the records that inspectors scrutinised were representative of all the records of what pupils educated in the community ate for their lunch.

- The positive relationships between pupils and tutors and the access to practical work mean that many pupils' self-confidence is developing well. Pupils are positive about the ways that their tutors concentrate on developing their personal skills. Inspectors spoke with pupils who were proud of their achievements in a wide variety of learning such as self-sufficiency, self-control and self-motivation. For example, one pupil commented: 'If you want to get better, you must believe in yourself and never give up on yourself. Your time is short so do not waste it.' Pupils' spiritual, moral, social and cultural education is developed well through the supportive environment and range of opportunities that leaders provide in the school.
- The school's records and inspectors' observations show that some pupils make progress in their personal development while at the school. Many take part in lessons, contribute their thoughts to discussions and behave in a safe way while at school. For these pupils, this is positive progress given the previous disruption to their education.
- Leaders make sure that pupils are aware of the range of risks that they face. Pupils say that bullying is rare and those that attend the school site say that they feel safe in school.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attendance is very low. It is lower than in 2016/17. Attendance registers show that there are too many occasions when pupils refuse to engage with their tutor or class work. Leaders have appointed a new attendance officer who is monitoring attendance, visiting each pupil and engaging with their parents. These actions are beginning to have an impact but are too recent to have taken full effect.
- When in the school and in lessons, pupils' behaviour is mostly positive. They are engaged in their work, listen well and do what their teachers ask of them. Pupils' behaviour when educated in the community is less consistently positive, with pupils more often refusing to work.
- Some pupils arrive at the school with a history of challenging behaviour and disengagement from school. Most pupils' behaviour improves when attending Archway Academy because leaders make sure that pupils form strong relationships with staff and have improved motivation to do well. The number of exclusions has fallen this academic year. Behaviour incidents are logged consistently. However, leaders do not consistently analyse these logs to identify trends or patterns in pupils' behaviour.

Outcomes for pupils

Inadequate

- Many pupils have a single tutor who delivers all or almost all of their education. Some pupils make positive progress from their starting points whereas others do not. This is sometimes because of ineffective teaching or pupils' regular refusal to engage with their tutor.
- Nearly all pupils enter the school having had serious disruption to their education. Their starting points vary, although most start below where they should be when they arrive at

the school. Leaders' tracking of pupils' achievement, progress and broader outcomes is not yet fully formed. Consequently, leaders are not clear about how well pupils are achieving.

- Pupils' attendance, engagement and behaviour are important outcomes for pupils in this school. However, leaders do not yet track all of these outcomes comprehensively. For example, leaders have not made sure that they know all pupils' attendance levels before they came to the school. They rely on non-specific statements in EHC plans or transfer documentation to establish that most pupils' attendance was previously weak. Tutors' attempts to set targets and track progress is hampered by a lack of specific or measurable targets, and some targets are not regularly reviewed and/or updated.
- Pupils' attendance remains weak and is getting worse. Attendance is not measured consistently across the school. The scant records indicate it is around 60%. This means that many pupils' progress is being slowed by their particularly poor attendance.
- Leaders place a heavy focus on the teaching of the basics of English and mathematics so that pupils have a chance to go onto positive destinations in further education employment and training. This means that pupils gain a small number of qualifications, on average three for Year 11 pupils in 2017.
- Very few pupils gain English and mathematics qualifications at GCSE level. This is especially the case for pupils who are educated in the community and do not attend the school. Some pupils with very low attendance gain no qualifications at all.
- Evidence gathered by inspectors concurs with leaders' view that around half of pupils make reasonable progress over time in English and mathematics given their starting points.
- The majority of pupils went on to further study at the end of their course in 2017. No pupils who left were 'NEET' (not in education, employment or training).

School details

Unique reference number	135406
DfE registration number	330/6120
Inspection number	10020748
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	14 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	22
Number of part-time pupils	7
Proprietor	Jim Ryan
Chair	Jim Ryan
Headteachers	Jamie Barber and Jessica Southall
Annual fees (day pupils)	£24,700 to £25,502
Telephone number	0121 772 7772
Website	www.archwayacademy.org.uk
Email address	enquiries@archwayacademy.org.uk
Date of previous inspection	6–7 March 2012

Information about this school

- Archway Academy is a school for 14- to 19-year-olds. It caters for pupils who have previously had disruption to their education. The majority of pupils have education, health and care plans. It was last inspected in March 2012.
- The school currently has no students on post-16 study programmes.
- The school is situated on two sites, one in Birmingham and one in Worcester.
- The majority of pupils are educated at various locations in shops and public spaces in the community, or at home. They rarely or never come to the main school sites.
- The school uses no alternative providers.

Information about this inspection

- This inspection was scheduled earlier in the inspection cycle than previously planned.
- Inspectors had meetings with the headteachers and a range of other leaders. They spoke with a governor, a group of staff and individual pupils.
- Inspectors scrutinised a selection of files showing the progress of pupils who are educated in the community. They observed pupils in lessons and looked at their work where it was available.
- The lead inspector had a telephone conversation with the proprietor who was not available on the school site during the inspection.
- The independent school standards for the school premises were checked through a site tour with the headteachers. Inspectors evaluated a wide range of documentation including the school's checks on adults working with pupils, the curriculum, health and safety, and risk assessments.
- There were no responses to Parent View free text or Ofsted's inspection questionnaire. There were no responses to the pupil or staff questionnaires.

Inspection team

Dan Owen, lead inspector	Her Majesty's Inspector
Mary Maybank	Ofsted Inspector
Deb Jenkins	Her Majesty's Inspector

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Manchester
M1 2WD

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