

# Reignhead Primary School

Platts Drive, Beighton, Sheffield, South Yorkshire S20 1FD

## Inspection dates

7–8 November 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	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching is not yet consistently good across the school. As a result, different groups of pupils have made variable progress over time.
- Changes in leadership and staffing have slowed the pace of school improvement.
- Some leaders are very new to their roles and therefore have had limited time to demonstrate their influence on standards.
- Learning activities are not always pitched at the right level for the least able or most able pupils. Some tasks lack challenge.
- Teachers do not routinely use assessment information to plan next steps in learning, especially in the early years.
- Standards and progress in reading by the end of key stage 2 have been below national averages for the last two years. Reading is not promoted strongly enough.
- Pupils' presentation of written work suffers from weak handwriting and inaccurate spelling. This significantly hinders the progress of some pupils, especially the least able boys.
- Pupils do not always respond to teachers' guidance in improving their work and so errors are repeated.
- Work to develop skills across different subjects is at an early stage of development.
- Pupils have a limited knowledge and understanding of other faiths and cultures.

### The school has the following strengths

- Behaviour around school and in lessons is good. Pupils treat each other with respect.
- The acting headteacher has a clear and open view of where school improvement is needed. More-settled staffing now provides a more secure base for this work.
- Parents are supportive of the school, and good home and school links exist.
- Pupils trust the adults in school to look after them well. Arrangements for safeguarding at the time of inspection meet requirements.
- There are many enriching opportunities for pupils through the curriculum and a range of clubs and visits.
- Pupils have a good grasp of how to lead healthy lifestyles and stay safe online.

## Full report

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

- Raise standards in written work for all groups of pupils by:
  - implementing a cohesive approach to the teaching and application of handwriting, right from the early years
  - ensuring that pupils act upon the guidance they receive to improve their work
  - setting consistently high expectations about the accurate spelling of common words
  - helping pupils to compose and sequence meaningful sentences so that writing flows and make sense
  - deepening pupils' vocabulary so that they make appropriate word choices for the writing purpose and style
  - establishing a shared understanding of how written work should be presented across a range of subjects.
- Increase the impact of leadership and management at all levels to improve the quality of teaching and learning by:
  - extending the leadership team capacity to establish a consistent approach to school improvement
  - developing the role of subject leaders in closely monitoring the quality of provision and challenge for different groups of pupils in their subjects
  - raising subject knowledge so that teachers are better placed to meet the demands of the new curriculum
  - making more precise use of accurate assessment information for all groups of pupils and in the early years, so that teachers plan next learning steps more effectively
  - evaluating the effectiveness of work to promote better understanding of other faiths and cultures.
- Place reading at the heart of the school by:
  - promoting and celebrating books and stories more widely to encourage a culture of reading
  - increasing the support for weaker readers to develop fluency and confidence
  - embedding reading activities and comprehension skills across a range of subjects such as science, history and religious education (RE).

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, significant changes in leadership and staffing have slowed down the pace of school improvement. Some staff absence has also had an impact on continuity. Standards and progress rates at the end of key stage 2 have declined over time and therefore leadership and management require improvement.
- The acting headteacher has had a very short time in her role to make a difference. However, she has a clear view of the school's performance and does not seek to minimise the challenges faced in bringing about improvement. She has the confidence of staff and parents. The school's own self-evaluation is accurate and the school improvement plan focuses on the right priorities.
- From the start of the current school year, more stable staffing arrangements provide a stronger platform upon which to build a more effective school. However, development is at an early stage and some leaders are new to their roles and responsibilities. Therefore, the full impact of leaders' actions is yet to be seen.
- Senior leaders have introduced tighter arrangements to check on the quality of teaching. They maintain a high profile around school, frequently observe lessons and sample pupils' books. They know they must do more to ensure that all staff have a shared understanding of higher expectations in order to resolve inconsistencies in teaching.
- Leaders have recently introduced new approaches to help them to track the progress of groups more closely. Teachers are developing their understanding of these systems to help them to see where pupils have weak areas of understanding. However, this work is not yet fully developed.
- The use of pupil premium funding to support disadvantaged pupils has not been fully successful. There have been significant differences in progress and attainment over time when compared to other pupils nationally. Spending plans have not been clear enough in terms of measuring success. Leaders are now addressing the issue, but outcomes for disadvantaged groups remain variable.
- Middle and subject leaders are starting to hold staff to account for their performance. Development in mathematics is further ahead than that of reading and writing, following some productive training over the last year. Leaders fully acknowledge the pressing need to improve literacy skills. Work to develop the foundation subjects is at an early stage, although senior leaders are providing clear guidance to subject leaders about the role.
- Although there are opportunities to learn about other beliefs and cultures, pupils' understanding about these is limited and sometimes confused. Leaders accept that this work is an area to deepen. Similarly, while pupils have a little knowledge of British values, they are not yet confident enough to explain what they mean.
- The acting headteacher has identified where the quality of teaching has fallen short. She has provided support where needed and has introduced sharper performance management arrangements. As a result of these actions, teaching is beginning to improve.

- The special educational needs leader keeps a watchful eye on how well pupils are taught and on their welfare, liaising closely with teachers and parents. She knows that smaller learning steps are needed to meet the needs of a very small minority of pupils whose needs are more complex. Leaders make effective use of the funding received to support pupils who have special educational needs (SEN) and/or disabilities.
- Current spending plans are not yet published on the school website for the primary sport grant but the funding is used well. There is a good variety of extra-curricular activities on offer and pupils are enthusiastic in talking about all the sports they have enjoyed, such as futsal, tag rugby and tennis.
- There is a broad and varied curriculum in place, and this year leaders have increased the emphasis on subject skill progression in science, history and geography. Pupils experience a wide range of learning experiences, including lessons in French, environmental education and focus weeks on subjects such as safety and health.
- There are several after-school clubs available to pupils, and disadvantaged pupils are supported in attending these. Three residential visits to Whirlow Farm, Castleton and an outdoor pursuits centre are aimed at Years 2, 4 and 6. Pupils look forward to these with great anticipation.
- Leaders and staff work really hard to forge positive links with parents, who are extremely supportive towards the school. The school's learning mentor plays a key part in directing parents to sources of advice and in encouraging good attendance.
- Leaders and governors receive effective support from the local authority, who are brokering additional capacity through a local experienced headteacher. There are good links with the local family of schools, and the acting headteacher is keen to develop partnerships to raise standards further.

### **Governance of the school**

- Governors know that the school has experienced considerable changes since the last inspection and that in some areas of learning pupils' outcomes have suffered. Over the last year, governors have provided a strong challenge to leaders and feel that the school is now in a better position to move forward. They are confident in recent appointments to bring about improvement.
- Governors take their roles seriously and all governors seek to keep themselves well informed, whether through visits to the school or by attending training. Minutes of governing body meetings include incisive questions and show that governors know the school well.
- Governors have a broad range of experience and skills to enable them to carry out their work effectively. They have a high profile in the school but feel that they could be even more proactive in order to ensure that the new leaders receive appropriate challenge and support in future.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders and governors work well together to ensure that systems are reviewed at least termly and that training and updates are provided in a timely way.

- Two governors have a nominated role for safeguarding and they meet termly with designated staff to review provision. These meetings are carefully minuted and findings are reported back to the governing body. A governor also visits termly to assist staff in making site safety and condition checks.
- All recruitment checks are carried out in a thorough manner and documentation is well managed. Induction arrangements are well planned so that all new staff know how to raise concerns about pupils who may be at risk of harm. Inspectors spoke with several members of different staff groups and all were very clear about procedures. Leaders ensure that they update staff on policy and practice through staff meetings, annual training and via memos.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching is variable and therefore requires improvement. Pupils make uneven progress as a result.
- Teaching is not always pitched at the right level for different groups of learners. Some activities are too hard for the least able pupils because their reading is weak or because they need extra guidance in writing or spelling. Conversely, some work for the most able pupils is too narrow and limits their independence in choosing how to present their responses.
- Teachers' expectations of pupils' written presentation and spelling are inconsistent. Many errors go unchecked and pupils are careless about spelling common words or keywords in titles correctly first time. Pupils do not routinely use rulers to underline titles and there is no consistent approach about the way pupils set out their answers.
- Handwriting is weak, with some pupils displaying poor pencil grips or casual postures when writing. Some pupils, including the least able boys, struggle to form or join letters correctly. They frequently mix capital and lower-case letters, and some letters and numbers are reversed. This hinders their progress in different subjects. Teachers do not provide consistent guidance and support to establish and maintain good writing habits. A few pupils require urgent intervention to help them in this aspect.
- In the teaching of writing, while there is a strong focus on parts of speech, teachers do not focus enough on how to produce meaningful sentences that follow on from each other. This means that pupils find it difficult to punctuate what they have written and the writing does not flow smoothly. Sometimes over-controlled and formulaic writing tasks push pupils into choosing words that don't sit well together.
- Teachers provide some guidance in books on how to improve work, but pupils' responses are variable across classes. Pupils do not always respond to teachers' comments and teachers do not routinely identify incorrect spelling of common words. Worse still, pupils sometimes make further errors in corrections that are not picked up. This means that errors are repeated or compounded.
- There has been an increased focus on the teaching of comprehension skills in reading. Some very effective work is evident in Year 5 and 6, where questioning extends pupils' vocabulary and makes them think about underlying messages in the text. 'We like being reading detectives,' one pupil explained. This good practice serves as a model for work in other years.

- The teaching of phonics is beginning to make effective use of a newly introduced commercial scheme, and pupils remember the rules about which letters are paired up as 'best friends'. Activities are generally engaging for pupils, but the full impact of the new approaches is yet to be seen. Nevertheless, outcomes in the phonics reading check for the last year have risen.
- In mathematics, following training over the last year that is continuing, teachers are improving their own subject knowledge to help pupils become more confident in mental arithmetic and in applying different operations. Teachers are now providing more opportunities for pupils of all abilities to solve worded problems and explain their reasoning. There is an emphasis on real-life contexts for tasks.
- Teachers use questioning well to check on understanding, recap on previous learning and to extend pupils' vocabulary. Some teachers are adept at analysing key errors from previous work and addressing these in the next lessons. In these classes, there are higher expectations of the quality and quantity of written work.
- Teachers set homework to support key skills on a weekly basis and pupils complete this conscientiously. One older pupil reported that 'the answers are at the back of the text book but the teachers trust us not to look before we do the questions – and we don't!' Some pupils receive specially tailored homework to meet their additional needs. Half-termly topic challenges are popular with pupils and parents.
- Teaching assistants provide good additional support across the school to pupils who have SEN and/or disabilities. Good relationships are evident and these staff work quietly and unobtrusively with groups or individuals.
- Good learning attitudes are evident across the school for the majority of pupils and this means that little learning time is lost. Pupils enjoy lessons and respond well to their teachers.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Positive relationships abound across the school day and pupils acknowledge that all the adults take good care of them. They feel safe and secure and know that adults will try to sort out any worries or fallings-out promptly.
- The day gets off to a good start for the pupils who attend the school breakfast club. They can busy themselves with building kits or art activities, or play board games. There is a calm and relaxed atmosphere that sets a good tone for the day ahead.
- Pupils are well aware of the nature of bullying but the several groups who spoke with inspectors were confident that bullying incidents are very rare. They explained that it would not matter whether someone's family background was different. 'They would be treated the same as us,' one pupil confirmed.
- Pupils mix well and treat each other in a kind way. 'All the children are nice. I moved to this school recently and people are good to me here,' one pupil said.
- Pupils are able to take on a variety of jobs and duties, such as assembly preparation, key stage 1 sports buddy, school council, eco-warrior and information and

communication technology (ICT) leaders. Pupils proudly showed their special badges that denote the different responsibilities.

- All the pupils who spoke with inspectors were able to talk at length about how to stay healthy. They recalled the focus week about healthy lifestyles and the different messages provided by their teachers and a range of visitors and coaches. 'You should stay away from too much chocolate,' a Year 5 pupil advised the lead inspector, 'or you'll end up with a fatty heart.'
- The school has recently been awarded its sixth Green Flag eco award in recognition of the work to promote understanding of sustainability. The pupils are proud of this achievement and know how important it is to conserve energy and to recycle resources.
- Pupils were equally confident about how to stay safe online. They know about the need to protect personal details and to be cautious about exchanging messages. They understand that cyber bullying is a horrible thing and that electronic trails can lead people into a lot of trouble.
- Although pupils who spoke with inspectors were aware of some British values, they struggled to explain what these meant. Their knowledge and understanding of other faiths and cultures were also quite limited. Leaders accept that this is an area for development and some displays around school showed that work in this respect is under way.

## Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and around the school at different times during the school day. Playtimes are enjoyable and active occasions and pupils return to school in a calm and orderly manner without any undue control by adults. They are sensible in the dining area.
- Pupils understand the behaviour policy and know that action will follow breaches of the rules. They know that a small minority of pupils sometimes struggle to maintain concentration but serious incidents are rare. Leaders analyse behaviour patterns and address any concerns through individual support or by targeting issues through assemblies.
- Pupils display responsible attitudes and are friendly and courteous to each other and to visitors. In a small number of lessons where there was some off-task behaviour, this was linked to some lacklustre teaching that did not engage pupils fully.
- Attendance has improved over time and is currently close to the national average, having been above this for the last full school year. Leaders and pastoral staff work hard to communicate a consistent policy to parents and use a range of strategies to support this, often going the extra mile to encourage parents who need additional support. Leaders point to the attendance of disadvantaged pupils as a current focus for improvement.

### Outcomes for pupils

### Requires improvement

- Progress in reading and mathematics by the end of key stage 2 has not been good over the last two years and not enough pupils have reached expected standards in these subjects. Reading progress has been well below average. Too much

inconsistency in the quality of teaching over time across the school led to this decline. Leaders accept that teaching did not meet the demands of the new curriculum. Outcomes therefore require improvement.

- Disadvantaged pupils have not made progress or reached standards in any subject that are comparable to other pupils nationally. In 2017, for example, at the end of key stage 2, progress for disadvantaged pupils in reading was well adrift of the national average and much lower proportions reached the expected standard in all subjects combined. Current assessments for disadvantaged pupils show that these differences remain for some key stage 2 cohorts.
- Analysis of pupils' work in books for the majority of cohorts shows that written presentation is very variable. Basic errors in spelling and handwriting for all groups, including the most able pupils, slow down progress.
- Leaders are keen to encourage pupils to read more widely and for a variety of purposes. There is a considerable amount of work to do in this respect because a culture of reading does not yet exist for many pupils. They do not speak readily about books or stories they have read and some pupils seemed to have read comparatively little from the start of term. A few pupils struggled to read words and instructions in class.
- Work in mathematics across the school has been more successful than in reading over recent years. Although outcomes at the end of key stage 2 have not been as good as those seen nationally, there was an upturn in 2017 that shows the benefit of the school's staff training work with an external consultant.
- Numbers of the most able pupils reaching higher standards at the end of key stage 2 in all subjects are starting to reflect national averages. In 2017, proportions achieving a high score exceeded the national average in writing and were close in mathematics, although they remained below the national average in reading.
- In the majority of year groups there is an improving picture of progress and more pupils are on track to meet end-of-year expectations. However, for some cohorts there is much ground to make up as a result of the previous variability in teaching quality.
- At Year 1, results in the phonics screening check rose in 2017 to be in line with the national average. This was also the case for pupils by the end of Year 2. Leaders feel that the newly introduced approach to reading for younger pupils has provided a clearer structure and is helping to raise standards.
- Outcomes at the end of key stage 1 have been close to national averages over time and rose in 2017. Proportions reaching expected standards in reading and writing were only just below the national average and similar to those seen nationally in mathematics. The school outperformed the national average, however, for pupils working at greater depth in reading and writing.
- Targeted small-group work and one-to-one activities ensure that pupils who have SEN and/or disabilities make progress appropriate to their abilities. Outcomes for this group have been better in mathematics than in reading and writing, reflecting patterns seen for all pupils.
- Older pupils display positive learning attitudes and enjoy contributing to school life. These positive attitudes are likely to serve them well when they move on to senior school.



## Early years provision

## Requires improvement

- The early years provision requires improvement because assessment systems are not embedded and teachers are not yet using assessment information to help them to plan next steps in learning. Some activities do not encourage children to work collaboratively with others or independently of the teacher. There have been changes in leadership and staffing that have affected continuity of approaches.
- The newly appointed early years leader, in post for a week prior to this inspection, has had little time to introduce the changes that she knows are needed. She does, however, have a clear sense of direction and accepts that immediate work is needed to ensure that early assessments are based on a wider range of evidence and to check on accuracy.
- At present, assessment judgements appear to be over-optimistic in terms of some areas of learning, and the evidence in the learning journey booklets is limited. There is some uncertainty also about the number of children who may be capable of going beyond expected development.
- The teaching of early reading and writing is variable. Some opportunities to model good writing are missed, and when writing words or sentences on the board, adults do not always model correct spelling choices, which can lead to later confusion. Some activities go on too long and so children's interest wanes. Adults do not sufficiently emphasise good-quality writing habits, such as pencil grip or posture.
- Indoor learning is sometimes more successful than work outdoors. This is because children are over-reliant on the teacher to direct their play and there are not enough activities that encourage children to work together to investigate or solve problems. Occasionally the learning focus lacks purpose, and staffing deployment means that interactions to extend learning are limited.
- Leaders have identified that boys have not made sufficient progress over time, especially in writing. Training is now scheduled to help teachers address this. There is also an increased emphasis on developing children's speech habits.
- Children settle down well in the Nursery and staff carry out some home visits as necessary to ease transition. There is an induction day for children and parents and the move to Reception is well managed. Parents have confidence in the adults and commented on how well their children have adapted to the new routines. The early years leader has further plans to support parents in their children's learning.
- Children enter Nursery with abilities broadly typical for their age, although they are less advanced in their spoken skills. By the end of Reception they make expected progress, and in 2017 the proportions reaching a good level of development were in line with those seen nationally. There has been a steady trend of improvement over time.
- Children play harmoniously in a kind and caring manner and there is a busy, calm atmosphere in both the Nursery and Reception groups. Children mix well, share toys and take turns on the wheelbarrows or scooters amiably. Adults have high expectations of the children's behaviour.
- Children busy themselves in the creative activities on offer in the Nursery, such as the dough table, where children enjoyed chopping dough into similar lengths. In the camp

role-play area, two boys were excited when they put a saucepan over the log fire. 'Let's get some sausages cooking!' one boy announced.

- In Reception, the children enjoyed listening to the story 'Aliens Love Underpants' and designing underpants afterwards. They were able to suggest plausible letter patterns for some of the design words when prompted by the teacher.
- The learning environment indoors is bright, attractive and stimulating, with children's work displayed effectively.
- Welfare requirements and safeguarding arrangements are clear. The setting is secure and tidy. Children know to dress appropriately for the weather conditions and are able to access their snack time independently.

## School details

Unique reference number	107077
Local authority	Sheffield
Inspection number	10037710

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	The governing body
Chair	John Evans
Headteacher	Carole Stafford
Telephone number	0114 247 5767
Website	<a href="http://www.reignhead.sheffield.sch.uk">www.reignhead.sheffield.sch.uk</a>
Email address	<a href="mailto:enquiries@reignhead.sheffield.sch.uk">enquiries@reignhead.sheffield.sch.uk</a>
Date of previous inspection	11–12 June 2013

## Information about this school

- This school is slightly larger than the average-sized primary school. There are nine mixed-age classes in the main school and three single-aged classes in the early years unit.
- Most of the pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of current pupils known to be eligible for the pupil premium is above average.
- There are slightly fewer girls than boys in the school.
- The proportion of pupils who have SEN and/or disabilities is higher than the national average. The number of pupils with a statement of special educational needs or education, health and care plan is lower than average.
- The school meets the government's current floor standards, which are the minimum

expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.

- There have been significant changes in staffing and leadership since the time of the previous inspection. The headteacher at the time of inspection left in 2013 and this year there has been another change of headteacher. The substantive deputy headteacher was formally appointed as acting headteacher at the beginning of May 2017. The assistant headteacher is covering the deputy headteacher role on an acting basis.
- Several senior leaders and teachers have also moved on over the previous three years and there have been changes arising from maternity leave arrangements in the last 12 months.
- There have been significant changes in the make-up of the governing body and only one governor from the time of the previous inspection remains on the board.
- The school runs a breakfast club that typically supports around 30 pupils daily.
- There is a nurture group that provides periodic learning and social support for a small number of pupils with additional needs.
- An experienced headteacher from a local school is providing leadership support. These arrangements have been brokered by the local authority, which provides supportive advice and guidance to the school's senior leaders and governors. The school is also working with a number of external consultants on developing the curriculum.
- The school does not meet requirements on the publication of information about the current year's income and expenditure plans for the pupil premium or sports grants on its website.

## Information about this inspection

- Inspectors visited 35 lessons or part-lessons across classes to observe teaching and learning. The acting headteacher and acting deputy headteacher viewed some lessons jointly with inspectors.
- The inspectors listened to a selection of pupils reading from Years 1, 2, 3, 4 and 5.
- Year 6 pupils were attending a residential outdoor activity centre during the week of inspection.
- Inspectors scrutinised work from all year groups in English, mathematics and a range of subjects.
- Inspectors conducted meetings with the local authority school improvement officer, middle leaders, subject leaders and members of the governing body.
- Inspectors analysed information from a scrutiny of school documentation. This included published data about pupils' progress and attainment, the school's evaluative report on its own effectiveness, school improvement plans, previous inspection reports and the school's latest assessment information.
- The inspectors viewed school monitoring information about the performance management of teachers. They also looked extensively at safeguarding documentation.
- Inspectors took the views of parents into account through informal discussions with parents at the end of the school day and by analysing responses from the 43 parents who completed Ofsted's online questionnaire, Parent View.
- The inspectors took the views of pupils into account through three planned meetings with groups of pupils from Year 1 and 2, Year 3 and 4, and Year 5. Inspectors met groups of pupils informally at playtime and lunchtime.
- The inspectors took the views of staff into account by analysing responses from Ofsted's online survey. The school had obtained responses from 23 staff.

## Inspection team

James Reid, lead inspector	Ofsted Inspector
Tracy Fulthorpe	Ofsted Inspector
Simon McCarthy	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017