

# Ashton St Peter's VA C of E School

Leighton Court, Dunstable, Bedfordshire LU6 1EW

## Inspection dates

27–28 February 2018

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
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Pupils' progress in key stage 2 is not strong enough, especially in reading and mathematics. Although improvements are taking place, not enough pupils reach the highest standards they are capable of by Year 6.
- Teaching in key stage 2 is not challenging enough for pupils of different abilities, particularly those with average or higher prior attainment.
- Some teachers do not use assessment effectively to help pupils overcome important errors, especially in mathematics.
- In some lessons, teaching is not precise enough to support pupils who have special educational needs (SEN) and/or disabilities and this slows their learning.
- Pupils' writing skills are not developed across the wider curriculum and they are not developing the higher skills they require in reading.
- Leaders' checks on the quality of teaching do not look closely enough at pupils' learning and progress across time. Consequently, some improvement work lacks accuracy, leading to slower improvements in teaching.
- Leaders' monitoring of key stage 2 pupils' achievement does not give sufficient attention to the progress made by some from their starting points. This prevents leaders from acting quickly enough to support pupils who fall behind in their learning.

### The school has the following strengths

- Leaders and governors understand the priorities for improvement for the school.
- Younger pupils in key stage 1 are taught well and make good progress.
- The leadership of the early years is good, and children make good progress because of the effective provision.
- The progress of disadvantaged pupils is improving quickly, and their persistent absence has been significantly reduced.
- Subject leaders have introduced changes to the curriculum which are improving pupils' achievement.
- Pupils are well cared for. Their spiritual, moral, social and cultural development is a strength and their behaviour is exceptional.

## Full report

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

- Improve pupils' key stage 2 outcomes in reading, mathematics and writing by making sure that all teachers:
  - use assessment information effectively to plan work which is challenging for pupils of all abilities, particularly those with average and higher starting points
  - make thorough checks on pupils who have SEN and/or disabilities in lessons and ensure that they understand their work thoroughly
  - help any pupil overcome long-established misunderstandings before setting more challenging work, particularly in mathematical calculations which involve the confident use of division and multiplication skills
  - provide work which encourages pupils regularly to use their mathematical skills to solve problems and carry out higher-order calculations
  - provide more opportunities for pupils to read at greater depth in order to develop their higher-level skills in reading
  - provide sufficient opportunities for all pupils to thoroughly develop their written skills in a range of subjects other than English.
- Improve the quality of leadership and management by making sure that:
  - all checks made on the quality of teaching take account of pupils' learning in lessons and their work over time, so that improvements to teaching can be driven more precisely and quickly
  - assessment arrangements for pupils in key stage 2 pay take closer account of their starting points, so that they all receive sufficiently demanding targets and any who are at risk of underachieving are identified earlier and given appropriate support
  - all subject leaders promote the development of written work
  - governors adjust the focus of their challenge by holding leaders more precisely to account over the ways in which they evaluate teaching, learning and pupils' progress and ensuring that a fuller range of evidence is presented and considered.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since its previous inspection, this school has become a full primary school. Senior leaders have not ensured that teaching is consistently good in key stage 2 and, as a result, pupils have not made good progress. Although improvements have been made, inconsistencies remain across Years 3, 4, 5 and 6. Some improvements have been hindered by changes in staffing. Despite these weaknesses, teaching in key stage 1 and the early years is effective, and pupils make good progress in these year groups.
- The headteacher, senior leaders and governors have a clear view of the overall strengths and weaknesses of the school, including those found in pupils' progress. The school improvement plan identifies key areas for improvement and leaders look at the impact of most of their work accurately. However, their checks on the quality of teaching are not rigorous enough and this has hindered their improvement work.
- Improvements made to the quality of teaching are not yet sufficiently established to remove the remaining inconsistencies in pupils' achievement. Leaders follow a system to evaluate the quality of teaching, but checks do not focus sufficiently on pupils' learning and progress across time. As a result, judgements about teaching quality lack the accuracy required for leaders to be confident of the degree of improvement they are bringing about. Teachers' performance targets, in some cases, are not linked closely enough to pupils' progress. Despite these weaknesses, leaders have prioritised the improvement of teaching in key subjects and staff have had suitable training.
- The school's assessment system is not providing leaders with the information needed to make their work in raising achievement in key stage 2 effective. Leaders look more closely at pupils' progress in the current school year rather than from where they start at the beginning of key stage 2. The system does not provide them with enough detail to know if pupils need additional support earlier in school. It also prevents them from setting sufficiently demanding academic targets for some pupils, including those who have average or high starting points.
- Leaders' use of funding and resources to support pupils who have SEN and/or disabilities is effective for the large majority of these pupils. However, weaknesses in the checks made on teaching mean that some pupils do not receive the precise support they need in lessons and, consequently, make slower progress than their classmates.
- Leaders' use of the pupil premium funding is improving. Planning is now more precise and focuses on pupils' learning in the classroom and their specific needs. Consequently, the progress of disadvantaged pupils currently in the school is improving.
- Subject leaders play a valuable role in improving their areas of responsibility. They are suitably experienced and work with senior leaders as a strong team and have introduced clear improvements to the curriculum in each of their subject areas so that work is more demanding and better suited to the pupils' abilities. Nevertheless, leaders agree that pupils' writing skills need greater development across subjects.
- The curriculum is broad and balanced and has contributed to pupils' good achievement in the early years and key stage 1. Leaders' improvements to the curriculum in key stage 2 are in the early stages of establishing consistently challenging work. Despite

this variation, the curriculum has a very positive effect on pupils' personal development and behaviour across the whole school. Each of the curriculum topics includes carefully designed opportunities to promote pupils' spiritual, moral, social and cultural development effectively and ensures that pupils develop a good understanding of fundamental British values. Consequently, pupils gain a respectful understanding of world religions and different beliefs and respect other people who are different to themselves. They also demonstrate an age-appropriate skill in identifying and resisting extremist ideas in any form.

- Leaders and governors make effective use of the school's physical education and sport premium. This has led to the introduction of a wide range of sporting activities and increased pupils' access to competitive events.
- Leaders benefit from collaboration with other schools. As a result, assessment arrangements for judging the progress of younger pupils ensure that accuracy and leaders' identification of required developments in key stage 2 have improved. The local authority also provides the school with effective support which has helped confirm leaders' priorities for improvement.
- Despite current inconsistencies in teaching and older pupils' achievements, parents and carers are very confident in the school's work to care for their children, keep them safe, educate them and help them develop into young citizens. Leaders work very closely with parents, who also report that all staff are welcoming and approachable.

### **Governance of the school**

- Governors are committed to the school and bring a suitable range of skills and experience to their respective roles. They have challenged leaders about pupils' achievement and have held them to account effectively over the quality of teaching in the early years and key stage 1.
- Governors' challenge over key stage 2 has been less effective because they have depended on the performance picture presented by leaders, which has lacked accuracy when assessing teaching quality and pupils' progress. As a result, governors have not been able to fully understand why teaching is not helping older pupils make enough progress. Consequently, some teachers' performance management lacks a precise enough focus.
- The governing body plays an effective role in safeguarding all pupils.
- Despite some weaknesses in leaders' use of performance information, governors' oversight has ensured that the school's use of additional funding for disadvantaged pupils is improving. Equally, governors have held leaders to account for the achievement of pupils who have SEN and/or disabilities and the progress of these pupils is also improving.

### **Safeguarding**

- The arrangements for safeguarding are effective. The leadership team has ensured that all safeguarding arrangements are fit for purpose. Checks to ensure the suitability of staff and volunteers are rigorous. Key policies and procedures are firmly in place and are understood by all staff. Staff rigorously follow the agreed procedures and ensure

the safety of pupils. All staff are trained effectively and are aware of what to do and who to speak to should they have a concern for the safety or well-being of pupils. As a result, the school is a vigilant organisation and children are well cared for.

- Groups of pupils who spoke with inspectors said they always feel safe in the school and know they can tell staff about any concern. Parents agree that the school is a very safe place for their children and believe all staff are diligent in their safeguarding work.
- Leaders work well with parents, local authority officers and other agencies to keep children safe. Leaders' use of safeguarding information within the school means relevant staff are aware of any concerns about children and are able to respond to any changes in their circumstance, should they occur.

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

### **Requires improvement**

- The quality of teaching is improving but is not consistently effective in all classes and, as a result, the progress of older pupils is not good.
- Some teachers do not plan work which is matched precisely enough to pupils' needs. In other cases, teachers do not adapt work sufficiently well to help some pupils to understand what they are doing. Work also lacks the level of challenge needed to help pupils make the most skilful use their knowledge.
- Teachers' subject knowledge is effective but their use of assessment to plan lessons sometimes misses the previous errors pupils have made and, consequently, when new work is set, pupils are unable to succeed. For example, in some key stage 2 classes, pupils' misunderstanding of the mathematical rules for division and multiplication are correctly identified by teachers but they do not rectify this before they set higher-level work. As a result, the pupils continue to repeat the errors and fail with more challenging work.
- Teachers' planning does not sufficiently prepare pupils for higher-level work. In key stage 2 classes, mathematics activities show a bias towards arithmetic and pure calculation. As a result, pupils are less prepared for the problem-solving and reasoning work contained in assessments and some report that they find their work too easy.
- Although the teaching of reading is improving, some teaching is not helping enough pupils to securely develop their inferential and higher-level comprehension skills. As a result, some pupils in key stage 2 are less confident about how to tackle more difficult work and this slows their progress.
- The teaching of writing is effective in English lessons. Expectations for accurate handwriting are high across the school and pupils' composition skills are improving, along with their ability to write for a range of different purposes. They are taught to use grammar and punctuation effectively and spellings are accurate owing to secure checking habits, including the use of dictionaries. Similarly, pupils' use of a wider vocabulary is promoted well. However, other than in science and religious education, there are few opportunities for pupils to develop their writing abilities in remaining subjects.
- In some lessons, pupils who have SEN and/or disabilities are unclear about the work they are expected to do or have the knowledge they need to tackle it. This is because work is not sufficiently explained or adjusted to take account of their abilities. In other

cases, checks made on their understanding do not pick up on the knowledge they are unsure of. Equally, in other examples seen, teachers and teaching assistants pay close attention to these pupils' learning and ensure that they receive the right help.

- Despite some inconsistencies in teaching, the use of questioning is effective across most lessons and it helps pupils to extend their learning and deepen their understanding. One good example was in a Year 5 lesson, where pupils were challenged to select a limited number of items to take to a desert island and justify their choices. As a result of the questioning approaches used by the teacher, most pupils were able to develop extended and well-reasoned arguments for their selections and many became skilled at posing their own questions.
- The teaching of phonics is a strength. Younger pupils are able to blend words and self-correct when reading, and teachers' subject knowledge is a strength in both the early years and key stage 1.
- Teaching is effective in the early years and across key stage 1. Teachers' subject knowledge, expectations, planning and use of assessment are strengths and contribute to pupils' good progress. One good example was in a Year 2 science lesson, where pupils were learning to understand and explain the human circulatory system. As a result of the teaching approaches used, pupils of different abilities were suitably challenged and all of them were able to offer accurate descriptions of how the body's blood supply works, while the most able also offered skilled explanations.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders, governors and all staff give high priority to the care and attention they provide to all pupils. This has remained a strength as the school has grown to its current size. All staff demonstrate detailed knowledge of pupils and look after them well in lessons, on the playground and during lunchtimes. Consequently, pupils feel safe and well cared for.
- Parents are very positive about the work of the school to look after their children and promote their personal development. One good example was when parents told inspectors, 'This school is very approachable, teachers and leaders always listen, and they act quickly on any concerns.'
- Pupils are proud of their school and its values and regard themselves as members of a large and caring family. They can explain the school's values and their importance to their education and lives, including how much poorer society would be without respect, care and cooperation between different people. Pupils show kindness, respect and consideration to one another, and to all adults.
- Many pupils willingly serve their school as councillors, prefects, sports leaders and 'buddies', to ensure that no child feels lonely. Older pupils are also supported to manage the breaktime snack shop. Pupils also support charitable activities, including CHUMS which is a mental health charity, Jeans for Genes and the protection of rainforest apes.

- Pupils are confident in reporting any concerns they have to an adult in school and believe they will be helped quickly. They also have a very clear understanding of what bullying means and the different forms it can take. They believe bullying is very rare and, were it to happen, it would be dealt with very quickly.
- Arrangements for keeping children safe from harm when using information and communication technology are effective. As a result of teaching and guidance, pupils are aware of the potential dangers involved when using the internet and can confidently explain how to avoid them.
- Pupils are supported to live healthily. Consequently, they are active in competitive games and physical sports. They also benefit from a healthy menu at breaktimes and lunch.
- Pupils' learning and progress are not good across the whole school. Some older pupils report that, at times, the work they are set is too easy. Consequently, they are not able to confidently develop their learning and abilities to their full potential.

## **Behaviour**

- The behaviour of pupils is outstanding.
- All staff and parents work together to promote the school's very high expectations for behaviour and encourage pupils to live by its values. All adults apply the school's positive behaviour policy. Consequently, pupils of different ages understand the value of kindness, respecting others and trying their best. The youngest children in the early years are quickly helped to understand what is expected and their behaviour is also exceptional.
- Although the quality of teaching is not good across the school, the relationships between teachers and pupils are exceptionally positive. As a result, pupils are courteous and apply themselves to their work with enthusiasm. Their attitudes towards learning are exceptional whether alone or when working with others.
- Pupils of all abilities and ages take considerable pride in the appearance of their work and are well equipped for school.
- Pupils' attendance is above average and persistent absence has been significantly reduced in the current academic year. The attendance and punctuality of those pupils who had lower attendance in the past have rapidly improved, including those who are disadvantaged and have SEN and/or disabilities. Teachers, leaders and governors work exceptionally well to make sure all families know the importance of attendance. They offer effective support around any attendance which falls short of the school's high expectations and they are not afraid of tough conversations when they are required.
- There have been no fixed-term exclusions for several years. Recorded incidents of poor behaviour, bullying, racism or similar conduct are very few.
- Pupils' conduct around school is also exceptional. They are very sensible and considerate to others when moving around the school and they also take pride in their appearance. They are very well behaved in the lunch hall and at breaktimes. They show very good manners towards all the adults who look after them.
- Pupils care about their school environment and look after the books, equipment and resources they are provided with. In addition, they do not drop litter and they respect

the building, grounds and facilities of their school.

## Outcomes for pupils

## Requires improvement

- Recent national tests, pupils' work and the school's assessment system indicate that not enough pupils make good progress in mathematics and reading. Pupils' progress in writing has improved but is not yet fully developed across a range of subjects. In recent years, pupils have not made the transition effectively from their successful achievement in the early years and key stage 1 to making good progress across key stage 2.
- Children enter the early years with skills and knowledge broadly typical for their age and go on to make good progress by the end of Reception Year.
- Pupils' learning of phonics is a strength and the very large majority are successful in the screening check in Year 1.
- Over years, progress in key stage 1 has been good. In 2016 and 2017, the attainment of Year 2 pupils in reading, writing and mathematics represented good progress from their starting points, with a higher proportion of pupils achieving greater depth in all three subjects than nationally. The school's current, accurate assessment information, pupils' work and evidence from lessons indicate that progress remains good for pupils currently in Year 1 and Year 2.
- In 2016 and 2017, results for Year 6 pupils indicated they had made slower progress in key stage 2 than seen nationally in reading and mathematics. However, in writing, they made progress in line with the national average. Their progress in reading was well below average, while in mathematics it improved but remained below average. The school's current assessment information suggests that, overall, pupils are making quicker progress than they have in previous years. However, pupils' work and observation of teaching demonstrate that while some pupils' progress is now good, others are not making the progress they should. These include some pupils with typical or better starting points. This improvement can also be seen in other year groups across key stage 2 but is still too variable in different subjects and classes, especially in Year 3 and Year 4. Progress in reading and mathematics remains slower than in writing.
- Attainment at the end of key stage 2 is rising. In 2016, standards were below the national averages for reading, writing and mathematics. However, in 2017, standards rose to above national averages and met the government's floor standards. This pattern of improvement can be seen in some current year groups but varies across subjects. However, the proportion of pupils achieving higher standards is beginning to rise towards the national expectation.
- The progress of disadvantaged pupils is improving. Historically, the numbers of disadvantaged pupils have been relatively small in any single year group, which makes meaningful comparisons with other pupils nationally more difficult. However, recent results do indicate they made better progress in reading and writing than other pupils in the school and progress was close to the national average. However, they were not as successful in mathematics. Current assessment information and pupils' work demonstrate that disadvantaged pupils in the school are making better progress in



mathematics and maintaining their progress in reading and writing.

- Pupils who have SEN and/or disabilities are making better progress. Monitoring arrangements are effective for these pupils and help leaders to act to support those who may be at risk of falling behind. However, some with lower prior attainment are not doing as well as they are capable because teaching is not sufficiently precise in helping them to learn quickly enough.
- At key stage 2, the progress of the most able pupils and those with average starting points is improving but not quickly enough. Results in 2016 and 2017 showed that the numbers reaching higher standards by the end of Year 6 were below national averages, especially for those with average starting points. The current assessment system does not take sufficient account of their overall progress since Year 2 and this reduces the effectiveness and speed of actions taken to improve their progress.

### Early years provision

**Good**

- Strong leadership is ensuring that children, from their different starting points, make good progress in all areas of learning. Leaders' accurate assessment information shows children enter the Reception Year with skills and knowledge typical for their age. However, some pupils' skills and knowledge are lower in numeracy, reading, writing and communication. As a result of effective teaching, all children in the early years are well prepared for key stage 1.
- Parents are supportive of the education provided in the early years. They praise the care and teaching their children receive, and the help they are given to settle in. Parents also feel the school helps them to be closely involved their children's learning because of the approachability of staff and the quality of communication from the leader.
- Leaders ensure that each child makes a successful start. Arrangements to meet with parents in order to learn about children's pre-school development are effective. Leaders also provide clear information to parents about the expectations of the school and the support offered to help their children. Children also meet teachers and staff several times before they start Reception Year. Consequently, they are confident about school and settle in quickly.
- Children receive effective care and attention. All staff have detailed knowledge about each child and pay close attention to nurturing their confidence, keeping them safe and helping them learn.
- Behaviour is outstanding. Staff have the highest expectations for behaviour and make time to praise children for their conduct and relationships. As a result, children are cooperative, patient and considerate towards one another and adults. They also take pride in their work.
- Children's targets reflect leaders' positive expectation that children will reach the highest possible level of development by the end of Reception Year. All staff contribute to detailed and accurate records of learning. Leaders and teachers use this information effectively. As a result, teaching is quickly adjusted to help children make good progress.
- Phonics and reading skills are taught well and from an early point in the school year.

Consequently, children quickly learn to identify parts of words and sound patterns and they use this knowledge well when reading and writing.

- Writing and numeracy skills are also taught well. Children of all abilities are supported to write and count from an early stage in the Reception Year and make good progress in their letter formation, early sentences and number rules.
- Teaching activities are carefully organised to help children of different abilities make good progress. In one good example, the most able children were taught to experiment with the events in a story about Chinese New Year, once they had learned the plot. As a result of the teaching, they were able to understand the effects on a story when a character or event is changed. In mathematics, children who had been unsure about number facts became confident by using models on a checker board and the words of a song to help them count forwards and backwards with greater accuracy.
- All staff are skilled in assessing and observing children as they learn. They use their findings to adjust activities and make effective use of questioning to extend children's thinking and deepen their understanding. One good example was an art activity, where children were asked to describe the results when powder paint was blown across ice in the outdoor area and mixed with other paints. As a result of teachers' questioning, the children were able to use a mature vocabulary and predict the colours being made.
- The learning environment in the early years is safe and well organised. Helpful resources and visual displays are used to remind and encourage children how to use their knowledge and rules for reading, counting or writing. The outdoor environment is attractive and carefully designed to help the children make good progress.

## School details

Unique reference number	109703
Local authority	Central Bedfordshire
Inspection number	10041779

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Ruth Banton
Headteacher	Shirley McGinty
Telephone number	01582 663410
Website	<a href="http://www.ashtonstpeters.beds.sch.uk/">www.ashtonstpeters.beds.sch.uk/</a>
Email address	<a href="mailto:s.mcginty@cbc.beds.sch.uk">s.mcginty@cbc.beds.sch.uk</a>
Date of previous inspection	6–7 November 2013

## Information about this school

- Ashton St Peter's VA C of E School is smaller than the average-sized primary school.
- When it was previously inspected, the school was a lower school educating pupils to Year 4. Since then, the school has grown into a full primary school for pupils aged 5 to 11.
- The proportion of pupils from a minority ethnic background is below average.
- The proportion of pupils whose first language is not believed to be English is well below average.
- The proportion of disadvantaged pupils is well below average.
- The school offers and manages a breakfast club and an after-school club.
- The proportion of pupils who have SEN and/or disabilities is above average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is well below average.

- The school meets the government's floor standards. Floor standards are the minimum national expectations for pupils' attainment and progress by the end of key stage 2.

## Information about this inspection

- The inspection gathered evidence from observing lessons in all classes, some jointly with the deputy headteacher.
- Inspectors looked at a wide range of information and school documents, including self-evaluation records, improvement plans, curriculum information, checks on the quality of teaching, performance management arrangements and details of governors' work.
- Inspectors looked at the school's arrangements, records and policies for the safeguarding of pupils, and records of attendance, exclusions and behavioural incidents.
- Inspectors looked at work from each year group and listened to pupils read. They also scrutinised the school's records of pupils' attainment and progress.
- Meetings were held with various teachers and support staff, the headteacher, subject leaders and the governing body. A telephone meeting was held with a senior adviser from the local authority.
- Other meetings were held to discuss the progress of pupils, attendance and exclusions.
- Meetings were held with pupils from key stage 1 and key stage 2 to discuss their experiences.
- Inspectors observed pupils during lunchtime and around the school.
- Inspectors met with parents at the start of school on the first day of the inspection. They took account of 70 parental responses to Ofsted's online questionnaire, Parent View, and 63 free-text comments. The views of 18 staff in the online staff survey were considered and inspectors met with support staff and teachers to discuss their experiences at the school and their training.

## Inspection team

David Turner, lead inspector	Ofsted Inspector
Rod Warsap	Ofsted Inspector

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