

# Hampton Vale Primary School

Westlake Avenue, Hampton Vale, Peterborough PE7 8LS

## Inspection dates

21–22 March 2018

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Inadequate</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Since the previous inspection, leaders and governors have failed to provide a clear direction for the school. Arrangements to systematically improve the school are weak.
- Pupils' achievement at key stage 2 has declined considerably since the previous inspection. Leaders are not providing an acceptable standard of education, notably in key stage 2.
- Pupils do not make the progress of which they are capable across key stage 2 in reading, writing and mathematics. This includes disadvantaged pupils, those pupils who have special educational needs (SEN) and/or disabilities and the most able pupils.
- Governors, many of whom are new to their roles, are not yet holding senior leaders to account over educational standards. For example, additional funding has not been used effectively to improve outcomes for pupils.
- Leaders have not ensured that there is an accurate, effective assessment system in use, most notably in key stage 2. Leaders and teachers do not know accurately how well pupils are achieving against national standards.
- The quality of teaching, learning and assessment is too varied over time. Leaders have experienced challenges in retaining and recruiting staff. This has hindered leaders' ability to ensure good-quality teaching and rapidly improve the progress that pupils make.
- Subject leaders' monitoring is weak. They do not have an accurate picture of the impact of their work or the progress of pupils in their respective subjects.
- Where the quality of teaching is weak and adults' expectations are not high enough, the behaviour of some pupils disrupts the learning of others.

### The school has the following strengths

- New middle leaders and governors are starting to demonstrate greater capacity to improve provision to bring about improvements, for example improving provision in key stage 1.
- Children start their education well in the early years. The provision in the early years is good.
- Phonics is taught effectively in the early years and key stage 1.
- Teaching, learning and assessment in key stage 1 is leading to better attainment for pupils.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Strengthen and improve leadership and management, including governance by:
  - strengthening development planning to address the urgent priorities so that leaders' actions are sharply focused and steer rapid improvement
  - making sure that governors develop their knowledge and understanding so they can successfully hold leaders to account for the school's performance, particularly in terms of pupils' achievement
  - establishing accurate, coherent and consistent assessment across the school which supports teachers to plan effectively to meet pupils' needs, notably in key stage 2
  - ensuring that leaders and governors use assessment information rigorously to support pupils to make quicker progress from their varied starting points, particularly in key stage 2
  - increasing the effectiveness and rigour of systems currently in place to monitor and improve the quality of teaching, learning and assessment
  - ensuring that the wider curriculum stretches and deepens pupils' knowledge and skills, and enables them to achieve well in different aspects of learning
  - accounting carefully for the allocation of additional funding and evaluating its impact on pupils' progress, particularly for disadvantaged pupils and those pupils who have SEN and/or disabilities.
- Urgently improve the quality of teaching and learning in order to rapidly improve the outcomes for all pupils by:
  - making sure that teachers consistently make use of accurate assessment information to plan and deliver activities that meet pupils' needs
  - raising all teachers' expectations of what pupils can and should be able to do
  - providing work that challenges pupils of all abilities so that they make rapid progress from their respective starting points
  - ensuring that the most able pupils are sufficiently challenged so a greater proportion attain the higher standards
  - improving pupils' behaviour by ensuring that teachers apply consistently high expectations and plan teaching that interests and engages pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and governors are failing to give pupils an acceptable standard of education, most notably in key stage 2. Despite the many weaknesses, leaders, some of whom are new, are demonstrating capacity to improve, especially through their work in the early years and in key stage 1.
- Standards have declined since the previous inspection. The numbers of pupils on roll in each year group have grown considerably, but leaders and governors were not well prepared to adapt their systems for monitoring teaching, learning and achievement to meet the needs of a larger school population. Equally, leaders and governors have experienced difficulty in retaining and recruiting staff. This has made it more challenging for leaders to bring about sustained improvements.
- Leaders are not ensuring that the good start that children make in early years is being built upon consistently throughout the school. Over time, leaders have not thoroughly and rigorously monitored the quality of teaching and learning. The assessment system in place is not rigorous enough to make sure that assessments of pupils' work are accurate. This, together with weak procedures to check pupils' progress, has contributed to the significant decline in the progress that pupils in key stage 2 have made in reading, writing and mathematics.
- Leaders have lacked urgency and rigour in checking what difference their actions make. This has resulted in a lack of clear strategic direction and, subsequently, slow progress in securing effective school improvement.
- Senior leaders within the new leadership structure have not been guided and supported enough over time. They are not clear about their roles and responsibilities. Subsequently, they are not making the difference that is required to contribute rapidly towards school improvement.
- Leaders do not have an accurate view of pupils' progress in the wider curriculum, in subjects such as history and geography, because assessment is undeveloped. Leaders are not able to ensure that pupils study subjects in sufficient depth so that pupils can excel. However, the creative curriculum includes a good range of trips and extra-curricular activities in subjects such as science, art, geography and history. It also encourages pupils to apply literacy and numeracy skills.
- Although the inclusion leader is informed about the specific needs of pupils, assessment systems are weak. Consequently, teaching is not fine-tuned to ensure that pupils who have SEN and/or disabilities make progress from their various starting points. The funding for pupils who have SEN and/or disabilities is not evaluated well enough to help leaders know if it is having the maximum effect on improving pupils' achievements.
- Leaders do not know if the additional pupil premium funding is spent effectively. This is because its use is not routinely evaluated. There is insufficient evidence or clarity of the impact the additional funding is having on improving disadvantaged pupils' attainment and progress.

- The additional primary physical education (PE) and sports funding is used well. Subject leaders evaluate its use effectively and can demonstrate how it is improving teachers' skills and confidence in delivering PE lessons and increasing pupils' fitness. Leaders' records show increased participation by pupils in a range of sports activities.
- Hampton Vale effectively promotes British values and pupils' spiritual, moral, social and cultural development. For example, pupils can openly share their thoughts and feelings during 'reflection' assemblies. Leaders provide a regular focus on the school's chosen 16 values which incorporate respect, responsibility and trust. Additionally, focused events enrich pupils' understanding of diversity. These include, for example, 'language of the month', 'diversity day' and exploration of the views of Nelson Mandela and Martin Luther King.
- Leaders and the staff team work hard and are keen to do well. Staff are very positive about the professional development they receive from most leaders to help them improve their work. Those teachers new to the profession feel equally well supported to develop their practice further.
- The school engages with, and works effectively with, the local authority. The local authority has an accurate view of some of the aspects leaders need to improve. The local authority has formally shared its concerns with leaders about pupils' performance and is providing more external support as a result. The local authority is confident that, with support and challenge, leaders have the capacity to lead further improvements.
- The school has positive working partnerships with parents and carers. For example, during the inspection parents were very comfortable participating in the Nursery 'story café', where staff modelled how to 'play' so parents could confidently join in. Additionally, this gave parents the opportunity to talk to staff about their children. Parents commented on the strong relationships they have with staff.
- The views expressed on the Ofsted Parent View and through the text message service indicate that the majority of parents are positive and feel staff work hard and want the best for their children. A few parents expressed concerns about occasional incidences of pupils' challenging behaviour and the impact this has on the learning of others.

## **Governance of the school**

- The majority of governors are new to their roles. They have not yet received sufficient and relevant training to ensure that they have the essential skills, knowledge and understanding to undertake their roles effectively.
- There has been an over-reliance on the information that governors receive from leaders. Although governors check on the school's work, their monitoring activities do not focus sharply enough on priorities that will make enough of a difference to secure rapid school improvement. As a result, governors are not in a position to rigorously challenge leaders on all aspects of school development, particularly the underperforming areas of the school.
- Governors have not ensured that the pupil premium funding is evaluated effectively. They recognise that they are not clear about the effect this funding has on improving the progress and attainment of disadvantaged pupils. Although leaders and governors

have recently organised an external pupil premium review, recommendations following this have not yet been implemented.

- Governors have a range of relevant skills and are committed to improving the school. They are determined to ensure successfully that pupils at Hampton Vale quickly achieve better than they have been doing.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders maintain appropriate policies, which protect pupils and are closely followed. Governors and staff are trained regularly to ensure that they are fully aware of how to raise concerns and how to ensure that pupils are safe in the school.
- Staff are trained regularly in the most up-to-date guidance, including 'Prevent' training, which supports the work of staff in identifying pupils who are vulnerable to radicalisation or extremism. Staff are confident in making referrals where they have concerns about pupils. These referrals are dealt with in a timely and appropriate manner.
- The designated safeguarding leaders, including the recently established attendance, welfare and early help coordinator, work well with the numerous external agencies involved in different pupils' care and well-being. Leaders ensure that the case files of pupils are detailed and leaders' central recording systems for safeguarding demonstrate that pupils receive support quickly, including the introduction of early help assessments, when needed.
- Leaders establish good links with parents and carers and provide extra help and advice for those who need it. Leaders maintain ongoing effective communication with families, which helps them to deal with any concerns and issues about pupils that may arise.
- The majority of parents who responded to Ofsted's Parent View consider that their children are well looked after and safe at school. One parent summarised the view of many: 'Hampton teachers always make time to listen to concerns and work together with families to meet the needs of our children when a problem arises.'
- Pupils say that they feel safe at school and have someone to speak with if they are concerned or worried. Pupils were clear that they believe all adults at Hampton Vale will look after them and make sure that they are safe.

## Quality of teaching, learning and assessment

## Inadequate

- The assessment of pupils' achievement is inadequate. Weak assessment means that, too often, teachers do not pitch work at the right level to meet pupils' needs and differing abilities. Despite changes to the school assessment system, over time teachers' planning for learning across the curriculum has not provided opportunities for pupils to practise basic skills in English and mathematics, or to develop their knowledge and understanding of other subjects sufficiently well.
- Teachers focus on activities that pupils should complete, with little thought about the progress that pupils are making. Too much of the work is too easy. This very often

results in pupils completing activities without learning anything new or deepening their understanding.

- Teachers' expectations of pupils are not consistently high enough. Some teachers have not taken enough account of what pupils already know and can do to ensure that pupils make adequate progress from their starting points. This includes those pupils who have SEN and/or disabilities, disadvantaged pupils, and the most able pupils. A significant proportion of pupils leaving key stage 1 with broadly average outcomes are currently working at below average standards in key stage 2.
- Some teachers' questioning is not well developed and their guidance to pupils has a limited impact on helping pupils to improve their work. This leads to pupils' misconceptions not being consistently identified, leaving some pupils struggling to make better progress from their starting points.
- Additional adults are not consistently effective in supporting the individual needs of pupils, especially those pupils who have SEN and/or disabilities. Extra support is not monitored closely enough and therefore it is unclear how effective this provision is in ensuring that pupils make the best progress possible.
- The quality of mathematics teaching is too varied across the school. Pupils' achievement in this subject has been particularly affected by the high staffing turnover. Pupils are not being given the opportunity to practise new skills, reason or explain their answers. However, inspectors observed some positive examples of pupils demonstrating their understanding and using it well in their work. This is particularly evident in key stage 1 and in pockets of key stage 2.
- The teaching of phonics is effective, and this supports younger pupils to achieve well in reading. This is because of strong practice in the early years that successfully embeds children's recall of letter sounds, and this is continued into key stage 1. Pupils work with well-trained staff who successfully implement the chosen systematic approach to ensure that phonics knowledge is further developed. This is leading to consistently strong phonic and reading skills for pupils at the end of Years 1 and 2.
- There is some strong, effective teaching practice at the school. However, weak provision in key stage 2 means that pupils are unable to capitalise on the good start they make in early years and the more positive experience they have in key stage 1.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- A core group of Year 5 and Year 6 pupils are not being well supported to learn effectively. These pupils receive daily 'additional intervention'. However, this provision does not meet their needs well. These pupils receive little support and guidance to help them to understand how to learn effectively or to moderate their sometimes overly-enthusiastic and boisterous behaviour.
- Although the majority of pupils demonstrate positive attitudes towards learning, at times, particularly when teaching fails to capture and retain their interest, pupils' attention

wanes and their progress slows. When this happens, pupils lose concentration too easily and are not as committed to completing their work as well as they could.

- Staff support pupils' emotional and social development well, which has a positive effect on the majority of pupils' well-being and their readiness to learn. For example, the 'nurture' provision provides individualised support for a small number of pupils that is successfully helping the pupils to integrate into the classroom and work harmoniously with their peers.
- Pupils have a secure understanding of how to keep themselves safe. They talk confidently about how to stay safe when accessing the internet and the risk of sharing information on social media. They are aware that there are different forms of bullying. Pupils have confidence in the adults at Hampton Vale to keep them safe. They say that if any incidents occur, they are resolved quickly by any adult in school.

## Behaviour

- The behaviour of pupils requires improvement because there is some variation in how well pupils behave in lessons and at other times during the school day.
- When teaching does not engage pupils in their learning, there are a few pupils who have difficulty managing their behaviour. For the most part, Hampton Vale Primary School is a calm and orderly place and pupils show respect for others and for adults. However, while the majority of pupils wait patiently and respectfully to get on, a few become restless and disruptive to others.
- A small number of pupils find learning difficult and exhibit challenging behaviour around the school. This academic year, this has resulted in a number of exclusions. External support has been successfully sought and utilised to help staff to manage more challenging behaviour. This has led to improved behaviour and a reduction in exclusions.
- More recently, leaders have begun to keep detailed records of poor behaviour. They have started to analyse these records to identify patterns or trends. Leaders are starting to use this information more effectively to minimise incidents of inappropriate behaviour.
- Pupils attend school frequently. There is close monitoring of attendance and those pupils who are persistently absent. This results in immediate support and intervention before it becomes a concern. Consequently, over time, attendance is consistently at or above the national average, and persistent absence remains low.

## Outcomes for pupils

### Inadequate

- In both 2016 and 2017, the proportion of pupils who achieved the expected and higher standard in reading, writing and mathematics in key stage 2 was below the national average. These pupils made poor progress from their varied starting points in all three subjects. This continues to be the case for current pupils.
- Too many pupils start well at the school and then receive poor provision which hinders their progress as they get older. For example, pupils achieve well in the Year 1 phonics screening check. However, this strength in the provision for early reading is not well



developed as pupils get older. Equally, older pupils achieved well when they were in Year 2 but are now well below age-related expectations. This is inadequate progress over time.

- Key stage 2 pupils are not being adequately prepared for the next stages of their education because they do not make the progress they should. Pupils are not suitably ready for secondary school by the time that they finish Year 6.
- Pupils make better progress in the early years and key stage 1 than in key stage 2. In 2017, the proportion of key stage 1 pupils who achieved the expected standard in reading was in line with the national average. The proportion who achieved the expected standard in writing and mathematics was just above the national average. This is an improvement on the 2016 outcomes. However, this has not been sustained as pupils get older.
- Disadvantaged pupils do not achieve well enough in either key stage 1 or 2. These pupils are underachieving considerably across the school, but most notably in key stage 2. Disadvantaged pupils are not catching up with their peers nationally because the additional funding is not being used effectively to support them to achieve well.
- Pupils who have SEN and/or disabilities are not being well supported to achieve adequately. Pupils do not receive precise support which meets their individual needs effectively. Leaders are unclear about the effect of interventions that support pupils' development of social and emotional skills. The pupils participate in support programmes for too long that is making no difference to their progress. They are making inadequate progress from their starting points across the school.
- The most able pupils are not consistently challenged and are not given regular opportunities to extend and deepen their learning. Consequently, most-able pupils do not achieve the higher standards of which they are capable.
- Leaders have not ensured that the provision for pupils who need support to catch up in key stage 2 is well considered or planned. Subsequently, it is of a very poor quality. A significant number of pupils have been grouped together with little understanding by staff about how the learning experience will be tailored to the pupils' specific needs. As a result, pupils' behaviour is poor, and they are not learning effectively.

## Early years provision

**Good**

- Early years provision at Hampton Vale is a strength of the school and is good. This is because the school's chosen early years assessment system is used consistently and effectively by all staff. They ensure that there is a well-developed understanding of children's needs which is effectively used in planning. Staff also promote the school's approach of 'practice makes perfect'. Adults use their information well to inform an accurate baseline of children's skills and abilities to plan learning opportunities that fully meets their needs.
- Consistently strong teaching and careful provision help children make rapid progress in all areas of their learning. The proportion of children who achieve a good level of development at the end of Reception has been consistently higher than the national average over time. This provides children with a secure foundation for learning when they enter key stage 1.



- The leader for early years has a clear view of the strengths and weaknesses of the early years provision. She, alongside the dedicated team, has used this information to establish a bright and stimulating indoor and outdoor environment which enables and facilitates rewarding learning opportunities.
- Evidence shows that staff consistently provide a range of varied, exciting opportunities for children. This was clearly evident in the way children willingly follow established routines. Children in all three Reception classes enthusiastically chose what to do in their 'busy learning time'. Within minutes of being dismissed from whole-class discussions, every child was fully engaged in their chosen task.
- Incorporated within all areas of learning are opportunities for children to read, write and use their number skills. For example, during snack time, an adult used the giving out of the fruit as a counting opportunity that all children joined in with. These additional aspects are successfully helping children to apply their knowledge and skills to a variety of contexts, further deepening their understanding of concepts.
- All adults have high and consistent expectations for children's behaviour. As a result, children are happy, they follow safety rules and move around the setting with confidence. Children listen carefully to instructions. Inspectors observed many instances of children working well together in both Nursery and Reception. One example, that was typical of many observed, was a discussion between two children about reading the word 'violet'. One child pronounced the 'v' as a 'w' and another child sensitively corrected the pronunciation. The child then went on to say it correctly and the other child quickly responded saying 'well done'.
- Staff work well to involve parents in their children's education from the outset. Staff use this information to help children settle quickly into the Nursery and Reception classes.
- Children's 'learning journeys' contain effective details about what children achieve throughout the school day, based on a wide range of evidence. Parents are encouraged by the school to share what their children achieve at home. Parents feel very involved with their children's learning and spoke very positively about their children's experiences in early years. One parent said: 'fantastic Nursery and Reception, children love their first years in this school'.
- While adults ensure that learning opportunities are well planned, varied and interesting, leaders are currently developing the planning of tasks so that children have more choice in initiating their own learning from the outset.
- Leaders and staff ensure that the early years setting, both Nursery and Reception, is safe; they take care to ensure that resources are accessible to children, equipment is well maintained and fully supervised when in use. Staff effectively manage the risks to children and ensure that the statutory welfare requirements are met, including for the number of two-year-old children that routinely attend Hampton Vale.

## School details

Unique reference number	134306
Local authority	Peterborough
Inspection number	10041805

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	636
Appropriate authority	The governing body
Chair	Greg Hines
Headteacher	Anne Neary
Telephone number	01733 247000
Website	<a href="http://www.hamptonvale.peterborough.sch.uk">www.hamptonvale.peterborough.sch.uk</a>
Email address	<a href="mailto:office@hamptonvale.peterborough.sch.uk">office@hamptonvale.peterborough.sch.uk</a>
Date of previous inspection	11–12 February 2014

## Information about this school

- Hampton Vale Primary School is a larger than average-sized primary school and nursery. The school has experienced significant growth over the last three years, having gone from a two-form to a three-form entry school.
- The Nursery setting has two sessions per day, including provision for a number of two-year-old children.
- The school has experienced significant staffing turnover, and a new leadership structure was implemented in September 2017.
- The proportion of pupils known to be eligible for pupil premium funding is similar to the national average.
- The proportion of pupils who have additional support to meet their special educational needs is below national average.
- In 2017, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.

## Information about this inspection

- All inspectors either observed teaching and learning, or undertook learning walks in every class during both the first and the second day of the inspection. Observations were undertaken with the headteacher, deputy headteacher, assistant headteachers, the teaching and learning leader and the early years leader. During this time, inspectors also spoke to pupils and looked at their English, mathematics and curriculum books.
- Meetings were held with the headteacher, the deputy headteacher and the assistant headteachers to discuss their impact in their various leadership roles and responsibilities. Inspectors also met with the subject leaders of mathematics, English, history, geography and music.
- The lead inspector met with a representative of the local authority and had an additional phone conversation with the same representative.
- The lead inspector also met with the chair and four other governors on the first day of the inspection. Additionally, the lead inspector held a telephone conversation with the chair of governors on the second day of the inspection.
- An extensive range of documents was evaluated regarding the school's safeguarding arrangements. These included the child protection policy, the single central record of employment checks, accident and behaviour logs, exclusion records and notes of actions taken to protect children at risk of harm.
- Inspectors considered a range of documentation, including the school's self-evaluation and school termly operational plan, published information about pupils' attainment and progress, and the school's records about pupils' current achievement. Additionally, a thorough scrutiny was also undertaken of the effectiveness of assessment system used by teachers to record pupils' progress and attainment. Inspectors also looked at a wide range of pupils' work for all subject areas, as well as any monitoring information leaders had on the quality of teaching, learning and assessment.
- The lead inspector scrutinised the school's website and minutes of meetings of the governing body and committee minutes.
- Inspectors took account of the 82 responses to the Ofsted pupil survey. Additionally, inspectors observed and spoke to children and pupils at break and lunchtime as they played in the playground. Inspectors also met formally with groups of pupils to talk about their school experience, heard some pupils read and observed school assembly reflection times.
- Inspectors spoke with parents as they dropped off and picked up their children from school on the first and second day of the inspection. Inspectors also considered the 134 views expressed in the responses to the Ofsted online questionnaire, Parent View, and comments made by 123 parents using the free-text service.
- Inspectors spoke to members of staff about safeguarding pupils in particular, and took account of the 51 staff responses to the online Ofsted questionnaire and 27 staff responses to the Ofsted paper questionnaire undertaken in school during the second day of the inspection.

## Inspection team

Tracy Fielding, lead inspector	Her Majesty's Inspector
Liz Kissane	Ofsted Inspector
Deborah Leahy	Ofsted Inspector
Marek Krzanicki	Ofsted Inspector

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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).

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