

Springfield Primary School

Springfield Road, Moseley, Birmingham, West Midlands B13 9NY

Inspection dates

7–8 November 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- The school has undergone considerable turbulence since the previous inspection. Instability in leadership and staffing is contributing to poor standards in the school.
- Leaders' plans do not focus sufficiently on improving teaching. Targets for improvement are over-ambitious and too broad.
- Leaders and the interim executive board (IEB) do not check on pupils' progress across the school. As a result, they do not have a clear understanding of pupils' achievement in year groups other than Year 6.
- Weak teaching over time means that pupils' attainment and progress in English and mathematics are poor. This includes pupils who have special educational needs and/or disabilities (SEND).
- Teachers fail to match learning tasks to pupils' abilities. Work does not challenge the most able pupils sufficiently. Consequently, these pupils underachieve.
- Teachers do not have a secure understanding of the standards expected for pupils in each year group. Their expectations are too low.
- Leaders do not make thorough enough checks on teaching. They do not provide teachers with precise feedback to help them to improve.
- Pupils do not have enough opportunities to write at length in English and to deepen their understanding in mathematics.
- The curriculum is weak. A focus on English and mathematics hinders pupils' spiritual, moral, social and cultural development.
- The IEB has not ensured that the pupil premium funding has been used to improve disadvantaged pupils' outcomes in all year groups. Disadvantaged pupils' progress is poor.
- Pupils' absence and persistent absence have been above national averages for the past three years. Pupils lack resilience in their learning.

The school has the following strengths

- Leaders and the IEB have begun to make inroads into addressing the weakest teaching and stabilising the school's finances.
- Pupils' outcomes in English and mathematics at the end of Year 6 improved in 2018.
- Leadership and teaching in early years are improving.
- Pupils are polite, courteous and friendly. They conduct themselves well in lessons and around the school.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Urgently improve leadership and management, by:
 - setting out plans that clearly state which aspects of teaching need to improve and the precise actions that will be taken
 - providing high-quality training and support for all staff to improve their subject knowledge and skills
 - making thorough checks on teaching and providing teachers with tailored feedback to improve their practice
 - providing a curriculum that develops pupils' knowledge and skills across a range of subjects
 - supporting pupils' spiritual, moral, social and cultural development more effectively, so that pupils are better prepared for life in modern Britain
 - monitoring pupils' progress closely and taking action so that pupils catch up from previous underachievement
 - ensuring that the pupil premium funding is used to improve the achievement of all disadvantaged pupils
 - developing the skills of middle leaders, so that they can have a greater impact on improving teaching, learning and assessment
 - the IEB holding leaders to account for the quality of teaching and pupils' outcomes across the school
 - ensuring that the IEB complies with its statutory duties.
- Rapidly improve the quality of teaching, learning and assessment, by:
 - ensuring that instabilities in staffing do not hinder pupils' progress
 - raising teachers' expectations of what pupils can do and the progress they can make
 - planning work that matches pupils' abilities and engages their interest
 - providing the right support for disadvantaged pupils and pupils with SEND, so that they make strong progress
 - ensuring that work challenges the most able pupils sufficiently, so that they can achieve the high standards of which they are capable
 - making careful checks on pupils' learning and addressing errors and misconceptions accurately, so that these are not repeated

- providing more opportunities for pupils to write at length
- developing pupils' reasoning and problem-solving skills in mathematics.
- Improve pupils' personal development, behaviour and welfare, by:
 - reducing the proportion of pupils who are frequently absent from school, particularly pupils with SEND
 - ensuring that pupils develop consistently positive attitudes to learning.
- Further improve provision in early years by:
 - developing children's reading and writing skills more effectively
 - ensuring that activities are sufficiently challenging, particularly for the most able children
 - asking questions that deepen children's understanding
 - making careful checks on children's progress from their starting points.

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

Newly qualified teachers may not be appointed.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Since the previous inspection in May 2015, leaders have been ineffective in improving teaching and pupils' progress. As a result, the school is continuing in its failure to provide an acceptable standard of education. For too long, there has not been a stable leadership team in place. This means that the school is reliant on external support. Internal capacity to bring about improvement is weak.
- Significant changes in staffing, including at senior leadership level, and difficulty in recruiting high-quality teachers have contributed to pupils making inadequate progress over time. The current leadership structure means that there is a lack of clarity about who is responsible for leading and managing the school.
- The named headteacher has been employed on a short-term contract with responsibility for the day-to-day running of the school. The IEB has had a written agreement for 12 months with REAch2, the proposed academy sponsor, to provide strategic leadership for the school as part of external support.
- The curriculum is too narrow and does not meet statutory requirements. Pupils do not have access to the full range of national curriculum subjects. For example, no science was taught last year, and coverage of other subjects was minimal. This year, coverage of subjects such as history and geography continues to be sparse.
- Teaching does not enthuse pupils to learn. Activities are bland. There are currently no extra-curricular activities to enrich the curriculum and trips and visitors to the school are extremely limited.
- Leaders do not maximise time for pupils' learning. For example, pupils are sent home after lunch every Wednesday. This contributes to the narrowing of the curriculum and pupils' poor progress.
- Leaders' development plans do not focus sufficiently on improving teaching. Targets are over-ambitious and do not reflect where the school is currently. Actions are not wide-ranging enough to bring about the required improvements. A lack of measurable success criteria makes it difficult for leaders and the IEB to effectively evaluate the impact of actions.
- Leaders are not doing enough to improve the quality of teaching across the school. Checks on teaching are not frequent or thorough enough for all teachers. As a result, leaders do not know whether new approaches to teaching are effective in enabling pupils to make better progress. When monitoring does take place, feedback to teachers is too general and does not identify what individuals do well and what they need to do better. Targets do not detail precisely the aspects of teaching that need to improve, and actions do not specify the small steps that teachers need to take to develop their practice.
- Middle leaders do not have the skills and expertise to make the required improvements to teaching. Although newly qualified teachers receive support, a lack of leadership capacity means that this is not as intensive as it needs to be for some. It also means that other teachers are deprived of much-needed development.

- Leaders have not taken quick enough action to improve the quality of assessment. Their concerns about the accuracy of teachers' assessments have meant that they have not made regular checks on pupils' progress. This means that leaders do not currently know the strengths and weaknesses in pupils' achievement. They have recently introduced a new assessment system, but it is too soon to determine the impact of this.
- Leaders do not target the pupil premium funding effectively to improve outcomes for all disadvantaged pupils across the school. For example, they have used this funding to benefit all pupils in Year 6 and to support interventions in phonics. Although this has led to improvements in some disadvantaged pupils' outcomes, these pupils do not make the progress of which they are capable in year groups and subjects where the funding has not been targeted.
- Systems are not in place to ensure that pupils with SEND make good progress from their starting points. Teachers do not receive guidance and training to support them in meeting these pupils' needs. Consequently, provision for pupils with SEND is not good enough across classes and year groups. This means that these pupils make poor progress over time.
- Leaders have made the decision, after consultation with parents and carers, to close the school to pupils every Wednesday afternoon. Leaders told inspectors that this was to help manage the school's budget. This results in less time for pupils to receive an education.
- Over the past 12 months, leaders have prioritised improving teaching in Year 6. As a result, pupils' outcomes in English and mathematics at the end of key stage 2 rose in 2018. However, this was to the detriment of the quality of teaching and pupils' progress in other year groups.
- Last year, leaders made effective use of the primary physical education (PE) and sport premium to improve teachers' skills in teaching PE. The purchase of sports equipment increased pupils' participation in physical activity at breaktimes and lunchtimes. However, leaders are not currently making use of the funding for this academic year.
- Leaders have taken positive steps to improve safeguarding processes and pupils' behaviour. Consequently, pupils are safe, and their behaviour is improving.

Governance of the school

- The IEB has not held leaders fully to account for the quality of teaching and pupils' outcomes. Instead, it has focused its attention on pupils' outcomes in Year 6. As a result, in 2018, pupils' achievement in English and mathematics improved at the end of key stage 2. However, teaching and pupils' outcomes remained inadequate in the other year groups.
- The IEB has not ensured the appropriate use of pupil premium funding. Consequently, disadvantaged pupils' progress is poor.
- At the previous monitoring inspection, Ofsted did not agree to the appointment of newly qualified teachers. During the inspection, there was uncertainty with regards to the employment status of the six newly qualified teachers who were working in the school. These teachers are employed by the Britannia Teaching School Alliance and

have short-term contracts to work at the school. This was with the agreement of the IEB.

- The IEB has worked successfully with leaders to address the weakest teaching in the school. It has also gone a long way towards stabilising the school's finances. As a result, the foundations for school improvement are firmer than they were 12 months ago.
- The IEB has worked constructively with the proposed academy sponsor. However, the considerable delay in the conversion process has led to instability in leadership, uncertainty for staff, pupils and parents, and, ultimately, pupils not receiving an acceptable quality of education.

Safeguarding

- The arrangements for safeguarding are effective.
- Over the past 12 months, leaders have reviewed policies and procedures. The interim headteacher has ensured that safeguarding has high priority and that appropriate systems are in place to support staff in keeping pupils safe.
- Staff receive regular training on a range of safeguarding topics, including how to keep pupils safe from extremism and radicalisation. Consequently, staff know the signs to look for that might indicate that a pupil is at risk of harm. They record concerns in detail and in a timely manner.
- Designated safeguarding leads understand the importance of their role. They know pupils and their families well and respond swiftly and appropriately to concerns raised by staff. The pastoral team is diligent in its work with vulnerable pupils. It meets frequently to review the impact of actions taken to support these pupils.
- Systems are in place to ensure that pupils are safe when the school closes every Wednesday afternoon. Almost all pupils are collected by an adult and leaders have written permission from the parents of a small number of children who are allowed to walk home by themselves.
- Leaders make the necessary checks on all adults who work in the school. This includes temporary and supply staff who may only work at the school for a short period of time.

Quality of teaching, learning and assessment

Inadequate

- Teaching, both over time and currently, is weak. The high turnover of staff has disrupted pupils' learning. Over the past 18 months, many classes have been taught by a series of different teachers. This continues to be the case in some classes.
- Expectations of what pupils can achieve and the progress they should make are too low. This is because teachers' subject knowledge is weak. They do not have a secure understanding of the standards expected for pupils in each year group.
- Teaching is poorly planned. Teachers do not take account of what pupils already know, understand and can do to plan work that matches their needs. Too often, activities lack challenge for middle- and high-attaining pupils and do not deepen their knowledge and understanding.

- Teachers do not know how to support the learning of different groups of pupils effectively. Consequently, the least able pupils and pupils with SEND often do not understand tasks and find them too hard. This results in these pupils relying too heavily on teaching assistants to be able to complete their work.
- Assessment practices are weak. Teachers do not have information about pupils' progress from their starting points. As a consequence, they cannot identify accurately pupils who are underachieving and those who need extra support to catch up.
- Teachers do not make careful enough checks on pupils' learning in lessons and in their books. As a result, they are slow to notice if work is too easy for pupils or if pupils do not understand. Sometimes, teachers' feedback is inaccurate and introduces errors to pupils' work. Teachers do not address basic errors in writing and mathematics. This means that pupils repeat errors, which limits their progress.
- Lessons do not excite or inspire pupils. This results in pupils finding it difficult to concentrate and drifting off task. On the rare occasions when learning challenges pupils sufficiently, they quickly become restless because they do not have the resilience to keep trying when they have to think hard or if they make a mistake.
- The teaching of writing and mathematics is not effective. In English, pupils have too few opportunities to write at length. This limits the development of their writing skills. In mathematics, work does not build on pupils' prior learning. Teaching does not enable pupils to develop and deepen their mathematical understanding through problem solving and reasoning. Teachers' expectations for pupils' presentation are inconsistent. This hinders pupils' progress in some classes.
- Overall, the teaching of reading is not effective. In a small minority of classes, teachers develop pupils' inference skills well. However, work in pupils' books shows that in most classes, pupils do not read texts that match their reading ability closely enough. Teachers' expectations are low, and activities do not support middle- and high-attaining pupils to gain a deep understanding of what they are reading. As a result, pupils make poor progress.
- Teaching in phonics is improving and pupils are making better progress in using their phonic skills to read unfamiliar words. However, in some year groups, pupils continue to find it difficult to read because they are not able to sound out words accurately. Teachers are not providing these pupils with the support they need to catch up quickly.
- Teaching assistants do not have the skills and subject knowledge to support pupils' learning effectively. Teachers do not provide these staff with enough guidance about how to support pupils' learning in lessons. This means that the impact of teaching assistants on pupils' progress is limited.
- There are pockets of effective teaching. For example, in a small number of classes, teachers have strong subject knowledge and use questioning well to probe pupils' understanding and encourage them to explain their thinking.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The curriculum does not support pupils' spiritual, moral, social and cultural development sufficiently. For example, there are few opportunities to develop pupils' cultural understanding and for them to use imagination and creativity in their learning. Pupils' understanding of British values is weak.
- Pupils are welcoming and friendly. They were happy to share their work and talk to inspectors. Pupils show respect for their peers.
- The pastoral team ensures that vulnerable pupils receive the support they need. They are tenacious in following up when pupils are absent to make sure that they are safe.
- Pupils have a basic understanding of what bullying is and say that adults deal effectively with any issues that occur. Pupils say that there is an adult they can talk to if they need help.
- There are some opportunities for pupils to take on responsibility, for example as playground buddies and selling poppies for Remembrance Day. Pupils also raise money for charity as part of national events such as Sport Relief and BBC Children in Need.

Behaviour

- The behaviour of pupils requires improvement.
- In lessons, pupils conduct themselves well. They listen to adults and to one another. However, pupils find it difficult to sustain their concentration when learning does not meet their needs. They lack the resilience to persist when work becomes challenging.
- Pupils are polite and courteous. They move sensibly and quietly around the school. At lunchtimes, pupils socialise well while they eat and respond quickly to adults' instructions. This is because relationships with lunchtime staff are particularly strong. However, at breaktimes, the playground is over-crowded. As a result, pupils struggle to interact with one another and some pupils say that they do not feel safe.
- Incidents of poor behaviour are rare. When they do occur, leaders are quick to identify the reasons for pupils' behaviour and ensure that individuals receive the right support. Consequently, the number of fixed-term exclusions is low. There have been no fixed-term exclusions this year.
- Absence and persistent absence have been above national averages for the past three years. The pastoral team now follows up absence diligently and works with parents to improve pupils' attendance. This has secured small improvements in the attendance of disadvantaged pupils and pupils with SEND. However, absence remains too high, particularly for pupils with SEND.

Outcomes for pupils

Inadequate

- Over time, pupils make poor progress from their different starting points. Current pupils are underachieving considerably.
- For the past three years, attainment at the end of key stage 1 in reading, writing and mathematics has been below national averages. In 2018, pupils' attainment fell further. Less than half of pupils at the end of Year 2 achieved the standards expected for their age in reading and mathematics. Less than 20% achieved the expected standard in writing. As a result, pupils were poorly prepared for the next stage in their education.
- Pupils' outcomes in English and mathematics at the end of Year 6 improved in 2018. The proportion of pupils working at the expected standard in writing and mathematics rose to be in line with national averages. Pupils' progress and attainment in reading also improved, although remained below national averages.
- Pupils' attainment in science at the end of key stages 1 and 2 is consistently below national averages. In 2018, only 1% of pupils in Year 2 and 0% of pupils in Year 6 achieved the expected standard. Therefore, despite improvements in English and mathematics outcomes at the end of key stage 2, pupils were still not well prepared for their move to secondary school.
- While outcomes at the end of Year 6 in 2018 improved, the attainment and progress of pupils in all other year groups were weak because of inadequate teaching. Work in pupils' books shows that this continues to be the case.
- Attainment in phonics at the end of Year 1 has been below the national average for the past two years. By the end of Year 2, the proportion of pupils meeting the expected standard is still below the national average. The school's phonics assessment information shows that too few pupils in Years 2, 3 and 4 make strong enough progress to catch up from previous underachievement.
- Disadvantaged pupils' outcomes at the end of Year 6 improved in 2018. As a result, the difference between these pupils' achievement and that of other pupils nationally closed. However, the gaps between disadvantaged pupils and other pupils in the school increased. Current disadvantaged pupils have not been supported by the funding that is eligible to them and continue to underachieve.
- The most able pupils are not making enough progress. This is because work is not sufficiently challenging and expectations of what these pupils can achieve are too low. The most able pupils do not have opportunities to deepen their understanding and develop their skills at a higher level across the curriculum. Consequently, too few pupils are working at greater depth.
- Over time, pupils with SEND make poor progress from their starting points. This is because these pupils do not receive the support they need. In a small number of classes, teachers personalise learning. This supports this group of pupils to make steady progress in targeted areas of the curriculum such as phonics. However, this is not the case in all classes or across the curriculum.
- Pupils make inadequate progress across the wider curriculum. This is because the curriculum is too narrow, and pupils do not have sufficient opportunities to develop their knowledge, skills and understanding in a range of subjects.

Early years provision

Requires improvement

- Many children enter early years with knowledge and skills below those typical for their age. Some children make good progress from their starting points. However, others do not. As a result, the proportion of children achieving a good level of development at the end of their Reception Year is consistently below national averages.
- New leadership in early years is raising expectations of staff and children. Leaders have remodelled the early years learning environment, creating a range of opportunities for learning and development both indoors and outdoors. They are beginning to develop an understanding of the strengths and weaknesses in the provision. Consequently, teaching is becoming more effective.
- Adults interact purposefully with children when they are working with small groups. They model learning effectively and ask questions that develop children's understanding. Adults check children's learning carefully and use what they find out to inform future planning. However, when learning is less structured, adults' interactions are not as productive. For example, questions do not deepen children's understanding and move their learning forward.
- Leaders do not make careful enough checks on children's progress over time. As a result, they do not know whether children are making the progress they should or whether there are any differences between the progress of different groups of children.
- Children do not make good progress in reading and writing. This is because activities do not reinforce their skills in these areas sufficiently. Adults do not provide children with enough opportunities to practise their mark-making skills. Expectations for writing are not consistently high. This means that children do not develop their pencil control and letter formation as quickly as they should.
- Activities lack challenge, particularly for the most able children. Consequently, these children do not make the progress of which they are capable from their starting points.
- Children in early years have positive attitudes to learning. They are keen to learn and engage enthusiastically in the activities on offer. Adults support children's personal and emotional development well. They interact positively with children and successfully develop children's independence.
- Adults plan stimulating activities that capture children's interests. As a result, children settle to tasks quickly and sustain their concentration well. Careful planning ensures that activities enable children to develop their skills across the full breadth of the curriculum.
- Children who are learning English as an additional language get off to a strong start because adults model spoken language well. This develops children's speaking and listening skills effectively.
- Clear and well-established routines support children's good behaviour. They move safely around the indoor and outdoor learning environment and respond quickly to adults' instructions. Children play collaboratively with one another and adults routinely encourage them to speak politely and take turns. This ensures that children make strong progress in their social development.

School details

Unique reference number	134083
Local authority	Birmingham
Inspection number	10056088

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

Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	595
Appropriate authority	Interim executive board
Chair	Julie Young
Headteacher	Robin Grover
Telephone number	0121 464 3618
Website	www.springfieldprimary.org.uk
Email address	enquiry@springfield.bham.sch.uk
Date of previous inspection	12–13 May 2015

Information about this school

- Springfield Primary School is larger than the average-sized primary school.
- When the school was last inspected, it was judged to require special measures. The school was subsequently subject to an academy order. However, conversion to become an academy has been delayed on several occasions and has still not taken place.
- An academy sponsor, REAch2, has been identified and has been providing leadership support for the past 12 months. For example, a headteacher from one of the academy's local primary schools has worked closely with the interim headteacher since September 2017. Last year, a leader from a REAch2 school was seconded to Springfield and has since become a permanent member of the leadership team. The academy sponsor has also appointed a head of school who has been in post since September 2018. Until the point of conversion to becoming a sponsored academy, the local authority maintains responsibility for this school.
- The school has undergone changes in leadership and governance since the previous

inspection. In September 2017, the local authority established a new IEB to govern the school. An interim headteacher was also appointed at this time.

- The proportion of disadvantaged pupils is in line with the national average.
- The proportion of pupils with SEND is above the national average. The number of pupils with an education, health and care plan is below the national average.
- Almost all pupils speak English as an additional language. Those from minority ethnic backgrounds represent a larger proportion of pupils than that seen nationally.

Information about this inspection

- Inspectors observed pupils' learning in parts of 36 lessons; 14 of these observations were undertaken jointly with senior leaders.
- On the first day of the inspection, leaders sent all pupils home at midday. Inspectors were not informed of this in advance. Usually, pupils leave school at 12.55pm on a Wednesday and do not return until Thursday morning.
- Inspectors observed pupils' behaviour in lessons and at breaktime and lunchtime.
- An inspector listened to a group of pupils read and talked to them about their reading.
- Inspectors spoke formally with two groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors examined the quality of work in pupils' English, mathematics and wider curriculum books. Inspectors also scrutinised children's learning journals.
- Discussions were held with the interim headteacher, executive headteacher from the proposed academy sponsor, head of school and other school leaders. Inspectors met with a group of school staff to gather their views on safeguarding, professional development and pupils' learning. They also considered the 31 responses to Ofsted's online staff questionnaire.
- The lead inspector met with the chair of the IEB and one IEB member. She also met with a representative from the local authority. An inspector held a discussion with the regional director of the proposed academy sponsor.
- Inspectors reviewed a wide range of documentation, including the school's self-evaluation and improvement plans, information about current pupils' achievement, records of checks made on the quality of teaching, records relating to safeguarding, minutes of meetings of the IEB and information on the school's website.
- Inspectors took into consideration the three free-text responses to Ofsted's online questionnaire, Parent View, and one letter from a parent. Three inspectors spoke to parents at the beginning of the school day.

Inspection team

Claire Jones, lead inspector	Her Majesty's Inspector
Ian Beardmore	Ofsted Inspector
Tracy Stone	Ofsted Inspector
Kirsty Foulkes	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.

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