

Hafs Academy

Unit 3, 26 Maryland Road, Stratford, London E15 1JW

Inspection dates

11–13 December 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- As at the time of the previous standard inspection in 2016, the school does not comply with the regulations for independent schools.
- Leadership arrangements are in disarray. Communication between leaders is poor, record-keeping is disorganised, and leaders are confused about their roles and responsibilities. These issues represent significant barriers to school improvement.
- Weak leadership means that too little has been done to make sure that pupils are properly safeguarded. Leaders have not responded effectively to the recommendations from the last full inspection. Pupils' welfare and safety continue to be compromised.
- Leaders fail to properly consider risks to pupils' welfare. Leaders do not recruit staff in line with statutory guidance. Leaders' oversight of visitors to the school is poor. Their checks on the safety of the premises are not thorough.
- Leaders and staff lack the necessary knowledge to protect pupils from extremist or radical views. Leaders have not taken adequate steps to understand and assess risks to pupils as required by the 'Prevent' duty.
- Leaders' actions to improve teaching have not had a clear impact on how well pupils learn across the curriculum, particularly in writing, science and the creative arts. Pupils' progress in these areas of their learning is variable.

The school has the following strengths

- Pupils behave well and are considerate of adults and their peers. They are articulate and confident individuals who value their education. Attendance is high.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. Pupils benefit from plentiful opportunities to debate topical issues and world affairs.
- In key stage 4, the teaching of English literature challenges pupils to think deeply about texts and make good progress. Teaching also caters well for the development of pupils' communication skills.
- The teaching of mathematics is effective, and pupils make strong progress over time.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- The school must meet the independent school standards, as set out in the annex of this report.
- The proprietor should put in place leadership arrangements that are fit for purpose, with clearly defined roles, responsibilities and lines of accountability.
- As a matter of urgency, leaders and trustees should make sure that pupils are safeguarded by:
 - assessing risks to pupils’ safety, including those related to extremism and radicalisation
 - taking appropriate and effective action in light of the risks they identify
 - checking that all staff read, understand and follow statutory guidance as set out in Part 1 of ‘Keeping children safe in education’ (2018)
 - evaluating the impact of any safeguarding training to ensure that staff are vigilant to risk and have the necessary skills and knowledge to respond to any concerns that arise
 - adopting effective procedures for the safer recruitment of staff which give due regard to statutory guidance
 - reviewing information obtained during the appointment of staff to check that they are suitable to work in the school
 - conducting further checks, where necessary, to account for any discrepancies or gaps in information provided by staff
 - maintaining oversight of visitors to the premises and, in line with the school’s policy, carrying out appropriate checks to ascertain a visitor’s suitability to be on the premises
 - assessing the risks involved in sharing the premises with other organisations from the trust and taking suitable steps to minimise risks to pupils that arise from these arrangements
 - establishing thorough, accurate and well-organised records for safeguarding, health and safety and misbehaviour, including the use of fixed-term exclusions and isolations
 - working in partnership with external agencies to ensure that they acquire an accurate and up-to-date understanding of risks to pupils’ welfare, including those related to extremism and radicalisation
 - implementing policies to promote pupils’ welfare and safety consistently.
- Improve the quality of leadership and management by ensuring that:
 - those appointed to leadership roles have the necessary skills and expertise to fulfil their responsibilities
 - leaders establish an effective programme for reviewing and evaluating the effectiveness of the school’s work, including arrangements for safeguarding, health

and safety and pupils' outcomes in different subjects

- effective improvement planning is in place which enables leaders to secure and sustain the urgent improvements necessary
 - improvement plans are informed by the information leaders have about the quality of teaching and pupils' learning across the curriculum.
- Reduce the inconsistencies in the quality of teaching, learning and assessment by making sure that:
- leaders and teachers have equally high expectations for what pupils know and can do in all curriculum subjects
 - in science and the creative arts, teachers take account of what pupils already know or can do well when planning the learning
 - pupils have sufficient opportunities to develop and apply their scientific and creative skills through well-chosen practical tasks
 - teaching enables pupils to acquire an age-appropriate understanding of English grammar, punctuation and spelling and pupils apply this knowledge to improve the standard of their writing.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders do not have the capacity or expertise to make sure that the independent school standards are consistently met. They have not done enough to put right the serious failings in safeguarding arrangements that were identified at the previous inspection. Leaders' work to rectify the issues has been characterised by a lack of urgency and rigour. Leaders and trustees underestimate considerably the scale of work still required to make sure that pupils are kept safe.
- Leadership at every level is dysfunctional. Leaders are unclear about their roles and responsibilities. No arrangements are in place to hold leaders to account. Leaders know in general terms what they would like to improve. However, they fail to agree what actions they need to take or how they will know if their work is successful. Equally, when leaders make changes with the aim of securing improvements, they do not make sure that these changes are embedded or implemented consistently. This means that any improvements are fragile and short-lived.
- Leaders' approach to safeguarding is complacent. A culture of vigilance is absent. Pupils' welfare is compromised because leaders do not understand or assess potential risks thoroughly. Poor record-keeping also prevents leaders from obtaining a reliable picture of pupils' well-being and whether their work safeguards pupils effectively.
- Staff spoke highly of how the recently appointed headteacher provides them with helpful feedback and motivates them to develop their teaching skills. Nevertheless, as at the time of the previous inspection, too much variability remains in how well pupils learn in different subjects, particularly in science and the creative arts. Although leaders check the quality of teaching and how well pupils learn, they are not using this information effectively to decrease inconsistencies in the quality of teaching.
- Despite these failings, some aspects of the school's work are successful. Leaders' commitment to providing a broad and stimulating curriculum is clearly evident. Equal weight is placed on pupils' learning in Islamic studies with the study of national curriculum subjects. In particular, effective teaching in mathematics, English literature and physical education (PE) supports pupils to make good progress and attain well in these subjects, especially in key stage 4.
- The broad curriculum is underpinned by plentiful extra-curricular activities, such as mathematics competitions and sports events with other schools. These activities contribute well to the quality of pupils' learning, and they promote pupils' enjoyment of school. Pupils told inspectors how much they value the wide range of activities on offer.
- The programme for pupils' personal, social, health and economic (PSHE) education is well planned and comprehensive. Through assemblies and tutorial sessions, pupils discuss complex moral issues, showing respect and understanding for different viewpoints. Leaders are not afraid to tackle sensitive topics to ensure that pupils develop a mature understanding of both local and national issues.
- Opportunities for pupils to develop their understanding of British values are threaded through the curriculum. Displays around the school are used well to reinforce pupils' understanding. Pupils articulate a strong understanding of the concepts of equality and

tolerance, and of the role that these play in ensuring that society treats everyone fairly. As one pupil put it: 'You have to treat others in the same way as you would like to be treated.'

Governance

- Trustees have failed in their duty of care for pupils. They have not provided leaders with appropriate support and challenge to ensure that pupils are safeguarded effectively.
- Leadership has broken down because trustees have not established a leadership structure that is fit for purpose. Both leaders and trustees are uncertain about who is responsible for key aspects of the school's work. When leaders leave the school or are absent for long periods of time, suitable interim arrangements are not made.
- The trust uses the premises to provide after-school religious education classes for pupils who attend other schools. Trustees have not considered the potential risks in sharing the premises in this way. For instance, they could not provide evidence that appropriate vetting checks had been carried out on staff who run these additional classes.
- Trustees are committed to providing pupils with a broad and balanced education, based on their aspirations for pupils to lead successful and rewarding lives when they leave the school. However, trustees have not held leaders to account for pupils' outcomes in all subjects.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders and trustees make too many assumptions that their work is effective in promoting the welfare of pupils. The safeguarding policy is comprehensive and provides clear guidance for leaders and staff on how to identify and protect pupils at risk of harm. In practice, however, leaders and staff do not understand or follow the procedures set out in the policy. This has contributed to leaders' failure to establish a strong culture of safeguarding.
- As at the time of the previous inspection, leaders put pupils at risk by not following statutory guidance for the appointment of staff. Although the single central record meets requirements, leaders do not take reasonable steps to follow up discrepancies and incomplete information on candidates' application forms or references. This means that leaders do not have all the information they need to make sure that those they appoint to work in the school are suitable to do so.
- Although the curriculum builds pupils' resilience to extreme views, leaders and staff have a limited understanding of whether pupils are at risk of radicalisation, including factors that are specific to the local area or the school's context. In part, this is because leaders have not liaised effectively with external agencies. However, it is also symptomatic that leaders have not made the 'Prevent' duty a priority. Leaders know broadly what they must do to ensure that the school fulfils its responsibilities. They have recorded several action points on their 'Prevent' risk assessment with this aim. However, leaders have not taken effective steps to address the priorities identified. For instance, procedures for the recruitment of staff have not been strengthened.
- The 'Prevent' policy is ambiguous about how the school will respond to pupils who are at risk of radicalisation. For instance, it states that leaders will only involve parents, trustees

and outside agencies in 'extreme cases'. The policy does not clarify what would constitute an 'extreme case'. This approach prevents leaders from identifying and supporting vulnerable pupils at the earliest possible stage.

- Leaders' oversight of visitors to the school is weak. School procedures for the vetting of visitors from external organisations are not followed by leaders and staff. Records of visitors are often incomplete. Therefore, leaders and trustees do not have reliable information on who has visited the school and why. In addition, leaders do not make sure that visitors always sign out when they leave the premises. This means that leaders do not have the information they need to ascertain who is on the premises in the event of a fire or emergency.
- Staff do not have a secure knowledge of what they must do if they are concerned about a pupils' welfare. Although staff have received child protection training, leaders have not checked whether this training means that staff have the necessary skills and knowledge to protect pupils' welfare. Leaders have not made sure that all staff have read and understood Part 1 of 'Keeping children safe in education' (2018).
- Arrangements for maintaining the safety and suitability of the premises are not fit for purpose. Leaders are unclear about who is responsible for the oversight of health and safety. Policies provide appropriate detail on the health and safety checks that should take place and how these should be recorded. However, leaders were unable to provide evidence that these checks had been completed. For instance, records show that the emergency lighting had not been tested since April 2018. There were no available records to confirm that the water system and showers had been tested in accordance with the school's policy. Leaders reported that sometimes they do health and safety checks but do not keep any records of them. This lack of systematic record-keeping means leaders are unable to spot potential issues promptly or know if they have been followed up.
- The staff code of conduct states that teachers should not use their personal mobile phones for school matters. However, inspectors found that teachers use their personal mobile phones to record information about pupils' behaviour. This represents a safeguarding risk.
- Pupils feel safe in school and are taught age-appropriate ways to stay safe. For instance, during tutorial sessions, teachers reminded pupils of what they should do in the event of a fire. Leaders take suitable steps to ensure that pupils are kept safe when they visit the local park for social times and PE sessions. For example, staff check that the park is free from hazards before pupils use it.
- The safeguarding policy incorporates the most recent statutory guidance and is made available to parents on the school's website.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment varies too much between different subjects. Teachers do not set high enough expectations for the quality and quantity of pupils' work across the curriculum.
- In science, teachers do not sequence learning effectively to ensure that pupils make good gains in their skills and knowledge, particularly in key stage 3. Teachers routinely set tasks that are either too hard or too easy for pupils. Sometimes, important concepts are

taught in isolation. This hinders pupils from making links between what they already know and the content being taught. Pupils have limited opportunities to apply and deepen their understanding through practical work.

- The teaching of art is not ambitious enough for pupils. Teachers do not expect pupils to complete work to a high standard. Pupils often complete work poorly or leave it unfinished. Teaching provides too few opportunities for pupils to practise the skills they have been taught or explore different techniques and mediums.
- The teaching of English does not give sufficient weight to the development of pupils' grammar, punctuation and spelling skills. Pupils' written work, both in English and other subjects, contains many basic errors. Over time, teaching does not help pupils to address these errors and learn from their mistakes.
- Some aspects of English are taught effectively, particularly in key stage 4. Teachers provide work which encourages pupils to think deeply about the texts they read, drawing on their knowledge of other authors and genres. For example, Year 10 pupils confidently used their understanding of literary theory to compare texts from the 19th and 20th centuries. Teaching in key stage 3 is not as effective as that found in key stage 4. This is because pupils sometimes study content that they already understand well.
- Mathematics teaching is well planned, with suitable emphasis given to different concepts, including number, shape and measure. Teachers are clear about what they want pupils to learn, and they set tasks that challenge pupils effectively.
- In some classrooms and subjects, teachers ask helpful questions that make pupils think hard. Teachers make sure that teachers use subject-specific vocabulary when discussing their ideas. For instance, in a Year 10 history activity, pupils debated the strengths and weaknesses of monasteries, using terms such as 'secular influences'.
- Teaching is effective in promoting pupils' spiritual, moral, social and cultural development. Pupils benefit from plentiful opportunities to talk about their learning and voice their opinions. Teachers ensure that pupils explore topics sensitively, showing respect for the experiences and viewpoints of others. This approach is effective in helping pupils to develop good speaking and listening skills
- Teaching in Islamic studies is strong. Teachers check that pupils' understanding is secure before they introduce more demanding content. Well-chosen and high-quality resources contribute effectively to the quality of pupils' learning.
- In PE, teachers have strong subject knowledge and sequence the learning effectively so that pupils practise and apply important skills. Well-established routines ensure that pupils participate safely and enthusiastically in lessons that take place in the local park.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils are not kept safe, due to the serious failings in safeguarding arrangements.
- Leaders and staff know which pupils have medical needs. Leaders make sure that these pupils have appropriate medication in school. However, not all pupils have personalised care plans. This means that staff lack enough information on what they should do to look

after these pupils in an emergency.

- Pupils are proud of their school. Relationships between pupils and staff are warm and respectful. This has a positive impact on pupils' personal development. Pupils spoke highly of how staff want them to do well and encourage them to fulfil their potential.
- The school's first cohort of key stage 4 pupils joined at the start of this academic year. Many of these pupils came from other schools. Clear routines and expectations have enabled these pupils to make a positive start to their time at Hafs.
- Well-planned assemblies and timetabled tutorial sessions enable pupils to acquire an in-depth knowledge of the world around them as well as how to live safe and healthy lives. Staff are not afraid to tackle potentially sensitive themes, including those related to knife crime and internet safety. Pupils demonstrate a genuine concern for others and are keen to make a positive difference to the wider community through raising money for local and national charities.
- The curriculum provides many opportunities for pupils to learn about British values. Pupils have a strong sense of right and wrong, underpinned by their knowledge of the rule of law and individual liberty. Similarly, pupils learn to value and respect difference, including characteristics related to equality and diversity that are protected by law.
- Incidents of bullying are rare. Pupils understand the different forms that bullying can take, including those based on prejudicial attitudes and homophobia. Pupils told inspectors that any form of bullying would not be tolerated by staff or pupils.
- Through the PSHE programme, pupils receive helpful and impartial careers guidance so that they can make well-informed decisions about their next steps. This includes talks from professionals in the fields of law, engineering and medicine as well as trips to careers events in London.

Behaviour

- The behaviour of pupils is good.
- Pupils are keen to make the most of their education, which is evident in their calm and sensible conduct and low absence levels.
- School information shows that pupils' attendance is above the national average this academic year. Weaknesses in record-keeping mean that leaders were unable to provide any attendance information for previous academic years.
- In classrooms, pupils settle quickly to tasks and maintain high levels of concentration, even when teaching is not well matched to their needs. Low-level disruption is unusual.
- Pupils told inspectors that they behave well and that staff are quick to help them resolve any disagreements, including at social times. Since the previous inspection, leaders have introduced a new approach to promoting high standards of behaviour. Pupils were extremely positive about how this new system motivates them to work hard and behave well. They particularly appreciate how leaders have sought pupils' views on the rewards they can receive as part of the new system.
- Leaders and staff do not maintain accurate records of misbehaviour. During the inspection, leaders gave different accounts of whether the school used fixed-term exclusions or isolation as sanctions for misbehaviour. Inspectors were told that records of the use of these sanctions had been thrown away.

Outcomes for pupils

Requires improvement

- Pupils' progress is uneven across subjects and between year groups.
- Inconsistencies in the quality of teaching mean that pupils do not make as much progress as they should in science and art. The standard of pupils' art work is particularly poor, in part because teachers readily accept work that is incomplete or not completed well. Pupils are capable of achieving much more in art and science.
- Work in books shows that pupils' progress in writing over time is variable. Although pupils are able to write for a range of different purposes, the standard of their writing is typically below that expected for their age. This is because teachers do not make sure that pupils punctuate their writing accurately and spell words correctly, including subject-specific vocabulary. This prevents pupils from producing accurate writing to match the quality of the ideas they articulate verbally.
- Overall, pupils in key stage 4 are making stronger progress in English than pupils in key stage 3. Year 10 and Year 11 pupils analyse demanding texts as part of their GCSE programme of study, showing an age-appropriate understanding of literary themes and authorial techniques. Pupils' progress in key stage 3 is hindered because teaching does not routinely take into account what pupils have already been taught.
- In all year groups, pupils typically attain well in mathematics. This is because teaching is sequenced effectively to enable pupils to make good progress. For example, by Year 11 pupils are able to solve complex algebraic equations and use fractional indices confidently. Pupils benefit from opportunities to apply their mathematical knowledge and skills in subjects such as science and computing. This also contributes to their good progress in mathematics over time.
- Across the school, pupils' speaking and listening skills are strong. Pupils are confident and articulate speakers, with a wide vocabulary. They can adapt their style and use of language dependent on the audience and context. Similarly, they are able to shape their arguments effectively to take account of different viewpoints.

School details

Unique reference number	138801
DfE registration number	316/6002
Inspection number	10054303

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	7 to 16
Gender of pupils	Boys
Number of pupils on the school roll	104
Number of part-time pupils	0
Proprietor	Hafs Academy Trust
Chair	Muhammed Najmul Alam
Headteacher	Amin Khan
Annual fees (day pupils)	£3,100
Telephone number	020 8555 4260
Website	www.hafsacademy.org
Email address	info@hafsacademy.org.uk
Date of previous inspection	29 November–1 December 2016

Information about this school

- Hafs Academy is an independent day school with a Muslim ethos. It is located in a residential area of Stratford in the local authority of Newham. The premises consist of a commercial building converted for educational use. The school makes use of a local park for pupils' social times and the teaching of PE.
- The school is registered to provide education for pupils from the ages of seven to 16. Currently, the school is providing education for boys aged 11 to 16. Since the previous full inspection, the registration authority granted a material change request for the school to admit pupils to Year 10 and Year 11. The first cohort of these pupils joined the school in

September 2018. There are currently no primary-aged pupils on roll. The school's provision for primary pupils closed earlier this year.

- A new headteacher joined the school in September 2018. The previous headteacher remains at the school as a member of the senior leadership team.
- The school's last full standard inspection took place in December 2016, when it was judged inadequate. The school submitted an action plan, which was evaluated in April 2017 and was not approved. In October 2017, a progress monitoring inspection judged that the previously unmet standards were met.
- In June 2018, Ofsted conducted an additional inspection at the request of the registration authority to consider the school's application for a material change to include a new key stage 4. This inspection found that the school is likely to meet the relevant independent school standards if the material change was approved by the registration authority.
- The school does not make use of any alternative provision.
- The school aims to: 'provide a safe, peaceful and well-organised environment for pupils to receive a broad, balanced curriculum based on the national curriculum, through the teaching of, and practice of, Islam.'

Information about this inspection

- This full standard inspection was conducted with one day's notice.
- Inspectors met with leaders and trustees and checked a range of documentation, including school policies, safeguarding records, behaviour logs and the admissions register.
- Inspectors visited classrooms and looked at samples of pupils' work across a range of subjects, including English, mathematics, art, citizenship, PE and Islamic studies. Inspectors also visited tutorial sessions provided as part of the school's PSHE programme.
- Inspectors toured the premises and checked health and safety records. They also observed pupils' behaviour around the school site, including at social times.
- The views of pupils were taken into account through three meetings with pupils, as well as informal discussions throughout the inspection.
- Too few responses were received through Parent View for meaningful analysis. One written comment was considered. There were no responses to Ofsted's survey for staff. Inspectors took into account the views of staff through a meeting with teachers and through informal discussions.

Inspection team

Sarah Murphy-Dutton, lead inspector	Her Majesty's Inspector
Andrew Hook	Her Majesty's Inspector
Janet Hallett	Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour among pupils by ensuring that–
 - 9(c) a record is kept of the sanctions imposed on pupils for serious misbehaviour.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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