

# St Elizabeth's Catholic Primary School, Foleshill

St Elizabeth's Road, Foleshill, Coventry, West Midlands CV6 5BX

## Inspection dates

9–10 July 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, deputy headteacher and assistant headteacher provide good leadership. They have worked hard with staff to reverse a recent decline in pupils' achievements.
- There is good capacity to continue improving. Leaders' action plans guide these improvements well. However, there is scope now to sharpen these plans to help leaders and governors gauge better the impact of teaching on improvements to pupils' progress and performance.
- Pupils are proud of their school and feel safe, valued and supported. The attention given to ensuring pupils' welfare and safety makes a strong contribution to their well-being and spiritual, moral, social and cultural (SMSC) development.
- Staff and governors have fostered a supportive school community. Parents and carers pay tribute to the efforts of leaders and staff.
- The teaching helps pupils to achieve well, including disadvantaged pupils and those who are in the early stages of learning English. Teachers and support staff value pupils' work and efforts.
- Children in the early years do well. The teaching of reading and phonics in the early years and key stage 1 is very effective.
- There is scope to improve the school's curriculum to ensure that the sequence of pupils' learning builds on what they have learned before.
- The most effective teaching offers more challenge. However, teachers could do more to extend learning so that pupils learn in greater depth in all subjects of the curriculum, particularly for the most able pupils.
- Pupils behave extremely well. There are warm and positive relationships between pupils and staff. The welfare, care and attention given to pupils are first class.
- The pastoral support and excellent care given to vulnerable and disadvantaged pupils are helping them to achieve well. The staff treat pupils and their families with dignity and respect.
- In some lessons, pupils do not fully understand their learning or there are gaps and misunderstandings. Although teachers and support staff intervene and support, there are occasions when learning gaps are not being addressed sufficiently.
- Pupils with special educational needs and/or disabilities (SEND) make good progress. Provision is well managed and pupils with SEND are treated with great sensitivity and care.

## Full report

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

- Maintain improvements to teaching, learning and assessment by making sure that:
  - tasks and activities are modified and adapted better to help deepen pupils' knowledge and understanding, particularly for the most able pupils
  - staff assess what pupils know and understand in lessons to fill gaps and address misunderstandings in their learning.
- Build on the current improvements to the school's curriculum in order to:
  - make sure that the topics and themes planned for pupils to study build on what they already know and understand, rather than repeat too much previous learning
  - ensure that pupils of all abilities have opportunities to study each subject and topic of the planned curriculum in greater depth.
- Sharpen improvement planning to ensure that leaders and governors can better gauge the impact of their actions on improvements to teachers' performance and pupils' achievements.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the previous inspection, there have been two changes of headteacher. The school will join the Holy Cross multi-academy company (MAC) in September 2019. These changes, combined with the secure and effective leadership of the headteacher, deputy headteacher and assistant headteacher, have strengthened improvements to strategic leadership and governance.
- The current headteacher joined the school two years ago. He has done a great deal to restore staff confidence and improve teaching and learning after a period of instability. Prior to his appointment, Coventry local authority intervened to support leaders, governors and staff, recognising that pupils should have been doing better in national assessments. Improvements were secured, particularly focusing on teaching and learning, and pupils' achievements are recovering well across the school.
- Discussions with teachers and support staff confirm that staff morale is high. Newly qualified teachers and less-experienced staff are provided with good-quality support and guidance. Leaders and staff are increasingly seeing and sharing good practice with other schools locally and across the new MAC.
- There is a wide range of monitoring carried out by senior leaders and governors. Leaders' reviews of lessons and pupils' work in books pinpoint specific strengths and areas that could develop further. Leaders' assessments and reviews of teachers' performance help them to identify the right priorities for improvement in their action plans.
- However, there is scope to sharpen the school's improvement and action plans. The plans do not specify clearly who is evaluating or making judgements about the quality of teaching and learning. For example, key staff are identified in the plans and are monitoring each action. However, the same member of staff may also be evaluating performance so it is not always clear whether judgements are objective or are validated by more than one leader to ensure consistency.
- All the parents who spoke with inspectors are very pleased with their children's welfare and education, making comments such as 'This is a lovely, friendly and supportive school' and 'The staff here are great and have given me and my family a lot of support.' These, and many more comments like these, reflect very well on parents' views about their children's academic progress, as well as the very strong commitment to the welfare and care of pupils and families. The senior inclusion mentor works tirelessly with families, particularly those who are in greatest need. It is no surprise to see that she has recently been awarded the Coventry Health and Well-Being award for her outstanding contribution to supporting families in the local community.
- Funding for pupils with SEND is being used well to plan interventions and deploy resources to good effect for pupils who have additional learning needs, disabilities or specific learning difficulties, such as autism spectrum disorder.
- Staff training and professional development, including those provided by the diocese and in collaboration with other schools in the MAC, are well coordinated to improve teaching and governance. The headteacher, deputy headteacher and assistant

headteacher are good role models and share their expertise with staff to help improvement.

- The well-planned curriculum is improving and includes a range of enrichment activities, such as outdoor learning, educational visits, sport and the creative and performing arts. These make a strong contribution to pupils' behaviour and to their attitudes to learning and to school. Leaders are now, rightly, focusing on improving further opportunities for pupils to use their reading, writing and mathematics knowledge and skills when studying the many different topics and themes planned across the curriculum. The work pupils engage in sparks their interest and enthusiasm as they explore different regions of the world in geography and write about key events in history lessons. However, there is room for further improvement as pupils do not always study each subject of the school's curriculum in enough depth.
- The headteacher and staff have made a good start to reviewing the broader curriculum. The current focus on developing a sequential approach to learning is the right one. It is based upon leaders' accurate evaluation that pupils do not always build on what they have learned before. This means that, in some lessons, pupils should be learning in greater depth.
- Sport, physical education (PE) and music are good features of the school's curriculum. Many pupils benefit greatly from the range of sports, team games and activities provided by the school. Effective use is made of the PE and sport premium. The creative and performing arts and sport are taught well. Some pupils achieve excellence in sport and the performing arts. For example, some excel in football or other sports and activities and reach a very high standard, which has attracted the attention of professional sports clubs and organisations. Leaders and staff are aware that some families find it difficult to engage in additional or extra-curricular activities. They try to address this by offering pupils additional holiday-time experiences.
- Leaders and staff teach pupils values that are integral to the British way of life so that they learn to respect and understand all major faiths, beliefs and cultures. There are close links with the local Catholic church and pupils have opportunities to visit places of worship represented by other faiths and religions. The staff plan activities, including educational visits and the use of visitors and special themes. These make a strong contribution to pupils' SMSC development. The senior inclusion mentor has also set up a programme called 'Our families, our future', which brings together different agencies to support the local community. This offers support and training in child protection, safeguarding and the national 'Prevent' duty to help families identify and manage risks associated with radicalisation.

## **Governance of the school**

- Governors are committed to ensuring that the school continues to improve. The combined support of the MAC and improvements to governance following well-devised training ensure that governors are diligent in exercising their duties to oversee and steer the school's work.
- Newly appointed governors and reorganised roles and responsibilities of its committees have strengthened the governing body.
- Governors challenge the school's leaders and make sure that the actions set out in the

learning development plan are scrutinised to gauge how much improvement is being achieved.

- Governors gather a good range of first-hand evidence from their direct observations of the school's work, which they carry out with senior leaders. As a result, they are in a strong position to evaluate and challenge leaders.
- Governors are well prepared for the changes to their roles and responsibilities as part of a local governing body within the MAC from September 2019.

## Safeguarding

- The arrangements for safeguarding are effective. There is a secure and vigilant culture of safeguarding to ensure that pupils are safe, protected, healthy and happy in school.
- All parents who spoke with inspectors agree, rightly, that their children are extremely well cared for, safe and secure in school.
- Leaders work closely with a range of agencies and professionals to provide workshops and training for parents and families. Topics include positive parenting and e-safety for parents and families. The 'happy futures' programme runs specialist workshops for families on how to cope with risks associated with forced or honour marriages, grooming and coercive control. This is part of the work being done locally with the police to deal with sensitive subjects, such as domestic violence.
- The staff are trained to keep children safe. They are aware of the school's arrangements for reporting concerns. Staff undertake first-aid training, including paediatric first aid for early years children. Leaders, staff and governors are vigilant in protecting children from radicalisation, extremism and child exploitation.
- Pupils are taught about online safety and how to manage risks. This is good practice, particularly for older pupils before they transfer to secondary education.

## Quality of teaching, learning and assessment

**Good**

- Leaders have developed effective assessment systems to help them track pupils' progress and performance. Accurate assessments are helping to identify those groups of pupils most in need of support. For example, improved teaching and focused intervention work help disadvantaged pupils to make good progress. Pupils who speak English as an additional language are very well supported. They are integrated fully into mainstream lessons with their classmates and achieve well.
- Teachers use good questioning that encourages pupils to think, share and discuss new learning with other pupils. In a mathematics lesson, for example, pupils in Year 6 were learning to apply their knowledge of fractions to solve practical problems together in groups. The questions posed by the teacher helped them to think about more complex number operations involving division and partitioning. Most pupils grasped this idea and shared it with their classmates. Others were supported by teaching assistants and teachers to help them solve simpler comparisons before moving on to more difficult tasks.
- There are occasions in lessons when teachers stick to the planned tasks too much and

do not adapt these to help pupils think deeper or try something more challenging. As a result, some pupils are not being offered the right level of challenge, particularly the most able pupils.

- Teachers and support staff are very good at identifying pupils who fall behind. Assessments are used well to regularly check whether pupils are on track to reach their expected learning targets and whether they are likely to reach or exceed age-related standards by the end of each key stage. The support provided for pupils with SEND is very well planned. The assistant headteacher manages this provision very well and ensures that nearly all the work that pupils with SEND engage in is part of their normal lessons with their classmates. This wholly inclusive approach enables all pupils to benefit from the whole of the school's planned curriculum.
- The progress pupils make shows that teaching is effective overall, and tasks are mostly used to consolidate and then extend pupils' learning. However, there are occasions during lessons when pupils do not fully grasp new concepts or knowledge because they have not had enough opportunity to practise or teachers have not identified any gaps or misunderstandings from their previous learning.
- Pupils' work in books shows that teachers have high expectations for the way their work is presented. Pupils' writing is improving very well across the school, reflecting the high expectations teachers set for handwriting, punctuation and presentation. The work seen in pupils' topic books and across the school's planned curriculum shows that they study a rich variety of subjects and topics. However, there is scope to improve this further as pupils do not always learn enough in great depth in some subjects or topics. For example, in history, pupils in key stage 2 have studied interesting topics about different invasions of Britain. However, their work shows that they could have dug deeper and linked this work with activities that required pupils to read more widely about the subject or topic.
- The large number of pupils who speak English as an additional language do very well to improve their literacy and spoken English. Teachers and teaching assistants are skilled at engaging these pupils in lessons to improve their spoken and written English.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- 'Teachers are always helping you', 'I feel really happy at school' and 'This is a friendly and happy school' were just some of many positive comments made by pupils to inspectors.
- Pupils have excellent opportunities to influence the work of the school. For example, older pupils who become playground leaders help younger pupils and early years children to learn how to play games at breaktimes, school councillors act as role models for other pupils and come up with ideas to improve the school and the pupil voice when they interview governors is used by leaders and staff to gauge pupils' views so that they feel valued and supported.
- All parents commented to inspectors that their children settle into school very well and that the headteacher and staff are caring and respectful of everyone. Another parent

confirmed: 'I do not want my child to go to any other school as she is doing so well here and has grown in confidence and maturity since being here.'

- The school is a very cohesive and supportive school community. Special topics, cultural and religious festivals and celebrations and the wide range of educational visits and visitors improve pupils' knowledge and understanding of the different cultural, religious and ethnic traditions that exist in the United Kingdom and beyond. These activities make a strong contribution to pupils' social and cultural development.
- Pupils are taught how to stay safe when using online computers or tablets. The pupils who spoke with inspectors confirmed that they feel safe in school and that everyone is always around to help if they are worried. Pupils also talked knowledgeably about road safety and staying safe from online bullying. They make sure that any concerns they have about bullying or intimidating behaviour are reported to a responsible adult.
- Pupils take very good care of resources and their school community. The school is well maintained, clean and stimulating and is appreciated and respected by pupils. There is no litter, nor are any areas of the school untidy, reflecting how well pupils care for their school community.

## Behaviour

- The behaviour of pupils is outstanding. This is a highly inclusive school where all pupils feel a real sense of belonging and where behaviour is excellent. This is reflected in the fact that no exclusions have taken place at any time over the past five years.
- Pupils cooperate very well in lessons and at other times. They are kind and helpful to each other and willingly offer praise to other pupils, including pupils with SEND. These characteristics make a very good contribution to pupils' moral and social development.
- The pupils spoken with during lessons and breaktimes said that it is easy to make friends and they say that they trust the adults who care for them, including those who supervise them at lunchtimes. There are warm and positive relationships among pupils and with adults. This inspection took place during the end of the school's summer term. As a result, there were many different events taking place, such as the Nursery 'graduation' ceremony, the transition of pupils to their new classes for next year and the annual sports day event in the morning of the second day of the inspection. Throughout the two days of inspection, pupils behaved impeccably well, reflecting what is typically outstanding behaviour.
- Pupils listen carefully, help each other and respond enthusiastically during class discussions. For example, in a mathematics lesson, pupils in Year 4 were very keen to share and generate their ideas about how best to compare volumes in containers. In Year 3, pupils shared ideas and helped each other when making up their own rhyming words to create verses for their 'sound poems'. Pupils in Years 5 and 6 explained to an inspector how they help each other during writing lessons if they are stuck or need to find an alternative word when writing independently. One pupil explained, for example, that she often helps her classmate use a thesaurus and said, 'I think she is getting the hang of it now and can do this on her own.'
- Pupils are proud of their school and dress smartly in their uniform. They are keen to show visitors their work displayed around the school. Pupils appreciate the way staff

value their efforts. Pupils often escort visitors (and the inspectors) around the school and are very helpful if someone is lost or needs help.

- The staff, particularly the pastoral team and the senior inclusion mentor, work extremely well with families to encourage pupils to attend school regularly and arrive on time. Leaders and support staff work very hard to promote good attendance. This is reflected in attendance rates that are in line with the national average and levels of persistent absence that are low. Pupils are usually punctual and any that do arrive slightly late are checked in by pastoral and administrative support staff with sensitivity and encouragement. Parents fully support the school by bringing or sending their children to school regularly and on time.

## Outcomes for pupils

## Good

- Leaders and governors have responded well to a recent decline in pupils' achievements, as reflected in the national assessment results in 2018 and the recent unvalidated results for 2019. Current assessment information about pupils' progress and attainment in reading, writing and mathematics shows that pupils make good progress. Assessments also show that standards have recovered well and are recovering towards the high standards achieved in previous years prior to last year's decline.
- Most children join the Nursery or Reception class with skills and abilities that are typically well below those for their age, particularly in communication, language and literacy. Over half of the children joining the school are in the early stages of learning English as an additional language. The standards pupils reach in reading, writing and mathematics by the end of key stages 1 and 2 represent good progress in relation to these starting points. For some pupils who started school with little or no English, this represents outstanding progress.
- The proportion of children reaching a good level of development by the end of the Reception Year represents good progress. The most recent unvalidated assessment information shows sustained improvement in both the early years and key stage 1. The national phonics screening check results in Years 1 and 2 show good progress, resulting in pupils reaching standards that are in line with that of other schools nationally in reading and writing by the end of key stage 1.
- For key stage 2, 2017 national assessments showed improvement on the previous results in 2016 in reading, writing and mathematics. There was a decline, as reported above, in 2018 in writing and mathematics and current assessment information shows significant recovery compared with 2018. To some extent, staffing instability affected the progress of pupils last year but, more typically, the most recent national results in 2019, although unvalidated, point to significant recovery and improvement in the proportion of pupils exceeding age-related standards in reading and reaching or exceeding age-related standards in writing and mathematics.
- Pupils make good progress through key stage 2. They are well prepared for secondary education when they leave at the end of Year 6 as they acquire secure core literacy and mathematics skills to be able to cope with the key stage 3 curriculum. However,



there is still scope to improve the achievement of the most able pupils so that more learn in greater depth and reach the highest standards in all subjects.

- Disadvantaged pupils make similar rates of progress as other pupils nationally. Some of these pupils face significant barriers to learning, which the school alleviates very well through the strong links with families. For example, the school's inclusion team is engaged in a project called 'Aspire to inspire' and other workshops for parents. These are aimed at those hard-to-reach and vulnerable families whose disadvantaged circumstances make it difficult for their children to be supported in their learning at home.
- Pupils with SEND make good progress because they receive carefully tailored and timely support. The effective management of this provision enables teachers and support staff to plan the right interventions for these pupils. These include effective support and one-to-one tuition for pupils who have specific additional language or emotional needs that affect their learning and behaviour.

### Early years provision

**Good**

- Early years children make good progress in relation to their starting points in both the Nursery and Reception classes. Currently, the majority of children in the Reception class are on track to reach a good level of development in reading, writing and mathematics. The children are exceptionally well behaved and attentive, and the staff have developed very positive and warm relationships with children and their families.
- Assessment is used well by staff. Learning profiles (learning journeys representing written and pictorial records of children's work and progress) and current assessments indicate sustained improvement to children's learning and outcomes. Leaders and staff are keeping good ongoing records of both Nursery and Reception children's achievements.
- In the Nursery, three- and four-year-old children have plenty of stimulating and purposeful indoor and outdoor activities to engage them. Adults provide sensitive care and attention to children's needs. They treat all children, whatever their backgrounds or abilities, with respect and dignity at all times. Children make good progress in all areas of learning appropriate to their age and capabilities.
- In the Reception class, indoor and outdoor resources are easily accessible to children and provide a stimulating environment for play and learning. The staff provide excellent care and plan exciting activities that improve children's physical and emotional development in safe and secure surroundings. Children throughout the early years are very well behaved and attentive. They listen to instructions and are polite to each other and to adults.
- The children in both the Nursery and Reception make choices during the day so that they receive a balance of well-focused learning with an adult and cooperative or independent play when choosing activities for themselves. Children's speaking and listening skills develop very well. For example, Reception children thoroughly enjoy learning new words every day and happily engage in conversations with their classmates during snack times. The children enjoy the challenge of having to listen to a

story read aloud by an adult and then naming new words to add to a vocabulary list during phonics sessions.

- Early literacy and phonics skills are taught well. The children in both Nursery and Reception settings learn to recognise and form letters and to recite stories, nursery rhymes and familiar songs. Children throughout the early years are encouraged to form letter shapes as they sound them out during phonics sessions. This is helping them to improve their hand-eye coordination and improves pencil control when writing. Evidence from learning journeys and children's early writing show that the children form letters evenly and accurately by the time they join Year 1.
- Good leadership of early years provision, combined with effective teaching, ensures that the youngest children get off to a good start in their education. All statutory welfare requirements, including assessments and the provision made for three-year-olds, are met. Staff are very well qualified and have the necessary experience and expertise to sustain these positive outcomes for children.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 103710   |
| Local authority         | Coventry |
| Inspection number       | 10088612 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Voluntary aided  |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 233  |
| Appropriate authority               | The governing body   |
| Chair                               | Ann Harkin   |
| Headteacher                         | Michael Doyle  |
| Telephone number                    | 02476 687 527  |
| Website                             | <a href="http://www.st-elizabeths.coventry.sch.uk/">www.st-elizabeths.coventry.sch.uk/</a>   |
| Email address                       | <a href="mailto:admin@st-elizabeths.coventry.sch.uk">admin@st-elizabeths.coventry.sch.uk</a> |
| Date of previous inspection         | 28–29 January 2009   |

## Information about this school

- This school is smaller than the average-sized primary school. Pupils come from a wide range of backgrounds and heritages. Half of the pupils speak English as an additional language and many who join the school are in the early stages of learning English. Some pupils come from refugee or asylum-seeking families in the local community.
- The school serves an area of Coventry that has significant deprivation, and this is reflected in the high proportion of pupils who are eligible for pupil premium funding.
- Early years provision comprises a Nursery class for three- and four-year-old children and one Reception class for four- and five-year-olds. Nursery children attend part-time in the mornings.
- The proportion of pupils with SEND is above the national average.

- Since the previous inspection in 2009, there have been two changes of headteacher. The current headteacher joined the school in September 2017.
- The school received a section 48 inspection in March 2018, led by the Catholic Archdiocese of Birmingham. The inspection judged the overall effectiveness of the school's religious education, collective worship and contribution to Catholic life to be good.
- The school will become an academy on 1 September 2019 as part of the Holy Cross MAC, joining six other Catholic primary and secondary schools. The MAC will delegate governance to a newly constituted local governing body.

## Information about this inspection

- Inspectors visited parts of lessons. Many visits were made jointly with the headteacher, deputy headteacher or assistant headteacher. Inspectors looked at samples of pupils' work in books, assessment information and records of previous work, including work displayed on walls in classrooms and corridors.
- Inspectors considered a range of documentation, including leaders' evaluations of the school's effectiveness, the school's improvement and action plans, assessment information about pupils' achievement and school documents relating to governance, teaching, attendance and safeguarding.
- Inspectors spoke to pupils during lessons. They met with two groups of pupils to hear them read and to discuss their work, behaviour and safety. Inspectors spoke to pupils during breaks and lunchtimes to ask them for their views about the school.
- Inspectors spoke to several parents to seek their views about the school. There were too few responses to Parent View, Ofsted's online questionnaire, to provide any analysis of parents' views. Inspectors spoke with leaders and staff to gauge their views about the support they receive.
- The lead inspector held discussions with the headteacher, deputy headteacher, senior inclusion mentor and assistant headteacher, who is also responsible for managing the provision for pupils with SEND. The team inspector met with teachers responsible for managing subjects in the school's curriculum. The lead inspector held a meeting with four governors, including the chair of the governing body, as well as two senior representatives of the Holy Cross MAC. The lead inspector also held telephone conversations with one of Coventry local authority's monitoring officers and a representative of the Catholic Archdiocese of Birmingham. The lead inspector spoke with the school's bursar to check safeguarding and staff vetting records.

## Inspection team

Charalambos Loizou, lead inspector

Her Majesty's Inspector

Chris Ogden

Ofsted Inspector

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

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

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

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

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

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

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

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

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

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

© Crown copyright 2019