

The Karalius Foundation

Rayleigh Sports Club, London Road, Rayleigh SS6 9DT

Inspection dates

15–16 July 2020

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i)

- The proprietor's application to the Department for Education (DfE) is for pupils in Year 5 to Year 11. Towards the end of the inspection, the proprietor changed the intended age range for the proposed school to pupils in Year 9, Year 10 and Year 11.
- All pupils of the proposed school will have special educational needs and/or disabilities (SEND). They will be in receipt of an education, health and care (EHC) plan for social, emotional and mental health (SEMH) needs. Many will have experienced turbulence in their previous schooling, or not attended school for a considerable length of time. Some pupils will arrive mid-year.
- The curriculum includes sufficient breadth across all year groups. Pupils in Year 5 to Year 8 will be taught English language, mathematics, science, geography, history, food technology, computing, physical education (PE), and art through different themes. The curriculum for pupils in Year 9 to Year 11 covers English, mathematics, science, PE, digital skills/media, art, music, dance, and construction.
- The curriculum plans for Year 5 to Year 8 are underdeveloped. They do not detail the knowledge, skills and understanding that pupils should acquire across an academic year or a key stage. Leaders have not considered how the concepts covered in the chosen themes build on each other so that pupils use their prior knowledge to help deepen their understanding.
- The curriculum plans for Year 9 to Year 11 are more detailed than those for Year 5 to Year 8. These plans give a clearer overview about how learning is structured, and the knowledge to be developed over time. However, medium-term plans are not specific enough about what prior knowledge, skills and understanding pupils need in order to make sure that teachers can plan effectively for pupils' next steps in learning.
- While most subject plans identify opportunities for speaking, debating and writing, there are not enough opportunities to practise and apply pupils' mathematical knowledge and skills across the curriculum.

- The curriculum is not appropriately ambitious, particularly in key stage 2 and key stage 3. Leaders assume that all pupils will have the same low starting points and therefore will need to be taught knowledge and skills at the same level. Curriculum plans do not promote high expectations. Therefore, leaders do not consider how all pupils, including the most-able pupils, will be sufficiently challenged.
- The curriculum places a significant emphasis on pupils' personal development and well-being. The school's personal, social, health and economic (PSHE) curriculum is generally well thought out and is flexible to the changing needs of pupils. While less detailed for key stage 2 and key stage 3, plans cover a range of topics, such as managing feelings, healthy relationships, respecting the views of others and the risks around technology. The PSHE programme for key stage 4 includes elements of careers education and preparation for choices post-16.
- Leaders plan to offer pupils a range of after-school enrichment experiences, such as horticulture, animal care and horse riding, to enable pupils to develop personal interests.
- Leaders intend to provide impartial careers advice that is age-appropriate. The curriculum plans aim to give pupils varied opportunities, including work experience, work-related learning, on-site visits and visiting speakers. However, plans could be more detailed in places.
- This standard is not likely to be met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)

- The school premises include a large building with three teaching spaces and five portacabins, of which three will be classrooms. Leaders intend to use the large outdoor space for a range of outdoor learning activities. The day-to-day curriculum will be taught by teachers who will be supported by experienced teaching assistants and specialist staff. Pupils in Year 5 to Year 8 will be taught by the same teacher for all subjects. Pupils in Year 9 to Year 11 will be taught by different subject-specialist teachers but will be supported by the same teaching assistants.
- Curriculum plans are not developed well enough to ensure that teachers plan lessons effectively. It is not clear how teaching will build on prior knowledge, skills and understanding.
- Leaders have not made enough consideration about the resources different pupils will require to be able to learn in all areas of the curriculum.
- Staff have extensive experience in SEMH provision. Leaders have thought carefully about how they will use this to support pupils' SEMH needs through the curriculum.
- The behaviour policy is appropriate to support teachers' management of pupils' behaviour during lessons.
- This standard is not likely to be met.

Paragraph 4

- Leaders have a system in place to assess pupils' progress and achievement. Pupils will be assessed on entry to the school to identify what individuals know and can do, and what they need to learn next. On the school's website, the proprietor demonstrates that parents will receive information about their child's educational performance.

- This standard is likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The school's ethos, PSHE curriculum, and the strong culture of safeguarding pupils are likely to promote the spiritual, moral, social and cultural (SMSC) development of pupils appropriately.
- A core component of the school's curriculum is to prepare pupils for life as reflective and responsible adults who make a positive contribution to the community. Many activities focus on how to encourage pupils to make positive choices and establish appropriate relationships. These are suitable topics for the pupils who will attend the school.
- Class tutor programmes for Year 9 to Year 11 include planned discussions of varied topics to support with the SMSC development of pupils.
- The school's ethos and PSHE curriculum promote fundamental British values, and actively encourage tolerance and understanding of people with protected characteristics.
- This standard is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietorial body has developed thorough procedures to safeguard pupils. These procedures are detailed well in the safeguarding policy. The suitable safeguarding policy refers to all relevant documentation, including 'Keeping children safe in education' (2019). The school's policy is available on the school's website.
- The designated safeguarding leaders have received appropriate safeguarding training, so they are well qualified to carry out their roles. In turn, the designated safeguarding leaders make sure that staff have up-to-date safeguarding training, so that they are confident in the steps they must take to report and record any concerns.
- Staff are highly attuned to safeguarding risks, particularly those within the local community and those relating to pupils with SEMH needs. Staff are knowledgeable and likely to be vigilant because of the training they have received.
- This standard is likely to be met.

Paragraphs 9, 9(a), 9(b), 9(c)

- The proprietorial body has developed a behaviour policy that makes clear the school's expectations of pupils and how positive behaviour will be reinforced.
- Behaviour incidents will be recorded using an electronic system that is already in place. Leaders have plans to use the system to identify patterns of behaviour and monitor the impact of actions taken by staff to improve it.

- This standard is likely to be met.

Paragraph 10

- The proprietorial body has developed an appropriate anti-bullying policy to develop positive relationships and deal effectively with bullying issues. The policy covers different types of bullying, including bullying related to people with protected characteristics. Leaders have ensured that staff are well trained in this. The electronic recording system also ensures that staff can identify and review bullying incidents that may fall under this act.
- This standard is likely to be met.

Paragraph 11

- The school has policies in place to cover the required aspects of health and safety, and fire safety. It sets out the responsibilities of various leaders and members of staff to meet health and safety requirements.
- This standard is likely to be met.

Paragraph 12

- The proprietorial body has not put procedures in place that comply with the Regulatory Reform (Fire Safety) Order 2005. The evacuation procedures described in the emergency fire action plan are not clear enough. They rely on staff members making quick risk assessments of the situation before deciding whether to evacuate all the buildings. This presents ongoing risk that encourages pupils to ignore some alarms. The evacuation procedures do not make clear how the presence of pupils, staff and visitors will be checked in the event of an evacuation.
- The fire risk assessment, although very recently completed, does not detail all the buildings on site. The actions that need to be taken as the result of fire risk assessment are not yet complete. Some of the overdue matters are in hand and leaders can demonstrate records of actions that are underway.
- This standard is not likely to be met.

Paragraph 13

- The school has an appropriate first-aid policy in place. First aiders are already trained, and first-aid equipment is available in the school.
- This standard is likely to be met.

Paragraph 14

- Leaders have not properly thought through the arrangements for supervising pupils at various parts of the day. Although leaders state that pupils will usually have one-to-one support, it is not clear how this will work on an hour-to-hour and day-to-day basis. The information available does not help staff know what they need to do to adequately supervise pupils. This is particularly concerning given the size of the school site and the various risks this poses to pupils.
- This standard is not likely to be met.

Paragraph 15

- There are appropriate admission and attendance policies in place. Leaders have developed clear systems for recording pupils' admissions and attendance.
- Leaders know what relevant information they need to keep and maintain in the admission and attendance registers when pupils are admitted to the school.
- Leaders have made suitable arrangements for registering each pupil's attendance daily. There are clear actions to take within one hour of the start of the school day if a pupil has not arrived on site and their absence has not been reported to the school.
- This standard is likely to be met.

Paragraph 16, 16(a), 16(b)

- There is a risk assessment policy in place. However, the policy is generic and does not consider well enough the full range of areas leaders intend to risk assess, nor the rationale for assessing risks.
- Leaders have put some specific risk assessments in place but have failed to identify other risks to pupils at the school. This includes for their transportation to and from school and a full premises and site risk assessment. Where risks have been identified, leaders' assessments sometimes lack the necessary detail about how risks will be mitigated. This is particularly the case for the pond and trees risk assessment.
- The risk assessment process for the running of the curriculum and school during the COVID-19 (coronavirus) pandemic has been well enough considered.
- This standard is not likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- The required pre-employment checks, related to the suitability of staff to work with children, have been carried out and meet statutory requirements.
- The proprietorial body are clear about the reason for, and the difference between, the checks that they must make on all adults that work with children.
- The proprietorial body do not plan to make use of supply staff but are aware of the necessary safeguarding checks that need to be carried out should they do so.
- Systems for monitoring the single central record of employment checks are in place.
- These standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2)

- All the school buildings are either new portacabins or premises that have been newly refurbished to a high standard.
- Toilet facilities are available for the sole use of pupils, with hot and cold running water at a suitable temperature. There is a separate disabled toilet that also acts as a staff toilet.
- There are suitable, separate changing facilities in a building. The building has shower facilities. However, the refitting of the shower space is not yet complete. The flooring requires replacement. This is in hand but is not currently fit for use.
- This standard is not likely to be met.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- There is an area designated for the care of pupils who are unwell. It is housed in a building currently used as a changing area. This is close to a toilet and is suitable. There is hot and cold water and a sink close by.
- This standard is likely to be met.

Paragraph 25

- The boundaries of the site pose a significant risk for pupils with complex needs. Currently, there are gaps in the perimeter hedging and fencing. There are plans to install new fencing to the perimeter, but this is not yet complete.
- The arrangements for entry and exit at the school site are not fully in place. There is currently a temporary fence and two temporary gates to the site. It is not clear at present how pupils, parents and visitors will be checked in to and out of the school site or where this will happen.
- This standard is not likely to be met.

Paragraphs 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The acoustics of the various buildings are adequate. There is suitable internal and external lighting.
- There is drinking water in the kitchen and in water dispensers, which are available to pupils and labelled.
- Hot- and cold-water washing facilities are available and temperatures do not pose a scalding risk to users.
- The school grounds are extensive with a very large grassed area, including a football and cricket pitch. There is ample space on site for pupils for PE and physical exercise at breaks and lunchtimes.
- These standards are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The school has set up a detailed and informative website. The proprietorial body knows what information it must provide or make available to parents, carers and other appropriate people.
- All statutory policies have been produced and will be made available to parents and carers on request.
- Leaders have created an assessment system to check pupils' progress and achievement. They know how the information gathered will formulate into the annual written report that needs to be provided to parents, carers and other appropriate people.
- Pupils who will have a place at the school will be fully funded by the local authority. Leaders are aware of their responsibility to provide a breakdown of income and expenditure in respect of monies received from the local authority.
- Leaders have sufficient understanding of their responsibilities under the Children and Families Act 2014 regarding the processes related to EHC plans and annual reviews.
- This standard is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The complaints policy outlines procedures to be followed in dealing with informal and formal complaints, including the provision for a panel hearing. Suitable timescales for dealing with each stage of the complaint are included in the policy.
- There are clear arrangements stated for maintaining written records of all complaints and action taken.
- The complaints procedure is on the school's website and can be made available in alternative formats.
- This standard is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- Leaders do not have enough understanding about the independent school standards. Leaders are not monitoring how well they are likely to meet each standard. As a result, there are independent school standards that are not likely to be met.
- The proprietorial body has not thought through the risks of the proposed premises or the supervision of pupils at different points of the day sufficiently to make sure that pupils' safety and welfare needs are met.

- Leaders' curriculum plans do not set out clearly what pupils need to know and understand in each year group, so that teaching is planned to build on pupils' prior knowledge. Leaders do not take enough account of pupils' varying abilities upon their entry to the school.
- There are strengths in the leadership and management of the proposed school. Leaders are unanimous in their vision and commitment to create a high-quality school for pupils with SEND. Collectively, leaders have considerable educational experience of working with vulnerable pupils with SEMH needs.
- The proprietor has established an executive board to undertake governance responsibilities. This is a well-considered group of people, including personnel from Creative Sports and Leisure Limited, and independent education specialists. Systems are currently being devised for this group to meet and review a range of evidence about the school. This group is well placed to hold leaders to account.
- Towards the end of this inspection, the proprietorial body reflected on the intended age range of pupils. The intention now is for the proposed school to admit pupils from Year 9, Year 10 and Year 11 only.
- This standard is not likely to be met.

Schedule 10 of the Equality Act 2010

- There is an accessibility plan that provides sufficient detail of how all pupils can access the premises and the curriculum.
- The proprietor has ensured that the requirements of Schedule 10 of the Equality Act 2010 are likely to be met.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	147704
DfE registration number	881/6076
Inspection number	10145088

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent
School status	Independent special school
Proprietor	Karalius Education Ltd
Chair	David Kreyling
Headteacher	Gemma Quantrill
Annual fees (day pupils)	From £48,000
Telephone number	01268 385997
Website	www.karaliusfoundation.co.uk
Email address	admin@karaliusfoundation.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	9–16	0
Number of pupils on the school roll	N/A	30	0

Reason for inspector's recommendations

- The proprietor has changed the age range of the pupils that the school will be providing education for.
- The school is unlikely to meet a number of the independent school standards. Therefore, the recommendation is that the school does not provide education for any pupils.

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Boys
Number of full-time pupils of compulsory school age	N/A	30
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	30
Of which, number of pupils with an education, health and care plan	N/A	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	23
Number of part-time teaching staff	N/A	4
Number of staff in the welfare provision	N/A	8

Information about this proposed school

- The proprietor seeks registration with the DfE as an independent special school to admit boys with SEND.
- The school anticipates admitting pupils with SEMH needs and autistic spectrum disorder. All pupils attending the proposed school will have an EHC plan.
- The proprietor is seeking to establish the school for a maximum of 30 boys. Typically, pupils who will attend the school will have been permanently excluded from mainstream education and the local authority's SEMH provisions.
- Pupils are likely to arrive at the school with gaps in their knowledge and skills, owing to long periods without formal education.
- Although the application to the DfE is to educate pupils between the ages of nine to 16 years, the proprietor stated at the end of the inspection that the proposed school will now admit pupils between the ages of 14 and 16 years.
- The proprietor does not intend to use supply staff.
- The proprietor is Karalius Education Ltd.
- The headteacher of the proposed school is also a director of REACH Essex Ltd. The headteacher works as a consultant on behaviour support for SEMH pupils that are currently not attending an education provision.
- The proposed school is on the site of the Rayleigh Sports club. During the school day, the proposed school will be the sole user of the site.
- The proprietor proposes to open the school in September 2020. There is a graduated plan in place to stagger pupils' entry, before building to capacity. The proprietor plans to establish the proposed school and then open other similar schools in future years.
- The proprietor applied to the DfE to open the school from April 2020. Restrictions in place due to the COVID-19 pandemic meant that the pre-registration inspection did not take place in time for the proposed opening date. The revised proposed date for opening, September 2020, reflects the delay in conducting the pre-registration inspection.

Information about this inspection

- This is the first pre-registration inspection of the proposed school. It was carried out in order to establish whether the school is likely to meet all of the independent school standards and other statutory requirements.
- The school is not currently operating.
- This inspection was commissioned by the DfE during the COVID-19 pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- An inspector visited the proposed school to undertake a tour of the premises with the proprietorial body and relevant staff.
- Two inspectors held online meetings with the proprietorial body, which includes the headteacher, as well as the senior leaders, who, along with the headteacher, are designated safeguarding leaders. Inspectors also met with teaching and administrative staff.
- The lead inspector had a telephone conversation with a representative from the school commissioning team at Essex County Council.
- The inspectors scrutinised school policies relating to the independent school standards, documentation relating to the curriculum and the single central record of employment checks. The lead inspector also met with the headteacher to discuss the checks on the single central record.

Inspection team

Fiona Webb, lead inspector	Her Majesty's Inspector
Paul Wilson	Her Majesty's Inspector
Michelle Winter	Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range.

Part 3. Welfare, health and safety of pupils

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

- 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 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

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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