

# Darul Uloom Al Arabiya Al Islamiya

Holcombe Hall, Holcombe Old Road, Holcombe, Nr. Bury, Lancashire BL8 4NG

## Inspection dates

3 November 2020

### Overall outcome

**The school does not meet all of the independent school standards that were checked during this inspection**

### Boarding provision outcome

**The school does not meet all of the national minimum standards that were checked during this inspection**

## Main inspection findings

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b), 32(1)(c)*

- The school has a suitably detailed policy explaining potential safeguarding risks and setting out how staff will safeguard pupils. Leaders have ensured that this policy has been updated to reflect the latest national guidance.
- The school does not have its own website. However, the safeguarding policy is available from the school.
- These standards are met.

#### *Paragraph 8, 8(a), 8(b)*

- Following the school's previous boarding inspection, the Department for Education (DfE) confirmed that the school was not meeting these standards.
- Trustees and other leaders have not ensured that all national minimum standards (NMS) for boarding schools have been met. While 10 of the 15 NMS unmet at the school's previous boarding inspection were met, five remained unmet. Two NMS that were previously met were judged to not be met at this inspection. Many of the unmet NMS concern the welfare of boarders.
- These standards are not met.

#### *Paragraph 12, 13, 16, 16(a), 16(b)*

- These standards concern aspects of welfare, health and safety that have common features in the school's boarding and educational provision. The relevant NMS were judged not to be met in the school's previous boarding inspection.
- Leaders have improved the school's provision concerning fire safety, first aid and risk assessment. Education staff have been included in relevant training, for example about how to respond to pupils affected by allergic reactions. The arrangements for fire safety

within the teaching areas of the school are suitable. For example, as in the boarding parts of the school's buildings, fire extinguishers are properly maintained.

- These standards are met.

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

*Paragraphs 17, 18, 18(1), 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)(d), 18(2)(e), 18(2)(f), 18(3), 18(4), 18(4)(a), 18(4)(b), 18(4)(c), 20, 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)(ii), 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(4), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- The school's single central register (SCR) of employment checks includes all the checks that are required by the DfE's guidance 'Keeping children safe in education'. Leaders confirmed that all those employed at the school are included in this record and that all the necessary checks on them have been completed.
- Leaders also record that adult students at the school, who come into contact with other pupils, have had completed a criminal record check undertaken by the Disclosure and Barring Service.
- The SCR includes those members of staff new to the school, undertaking temporary senior leadership roles.
- The school's trustees, who form the school's proprietor body, are included on the SCR. However, the checks on the chair of trustees have been completed by the school rather than the DfE.
- During this inspection, senior leaders corrected a small number of administrative errors on the SCR. These included adding confirmation of previously completed checks that some of the trustees had not been prohibited from leading an independent school.
- These standards are met.

#### Part 5. Premises of and accommodation at schools

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

- Toilet and washing facilities are available for pupils in the part of the school building used for education. At the start of the inspection, some of the cubicles in the toilets used by pupils were indicated for staff use only. During the inspection, leaders removed this designation and confirmed arrangements for education staff to use separate toilet facilities.
- These standards are met.

*Paragraph 24(1), 24(1)(a), 24(1)(b), 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 parts of the school buildings used for education have suitably large classrooms. These are well lit and appear to have no problems concerning sound in one room disturbing learning elsewhere.
- A medical room that includes a washing facility and is near to a toilet is included in the part of the school building used for education.

- Drinking water is readily available for pupils.
- There is sufficient space outside for pupils to learn, as required by the curriculum, and to play. Showering facilities are available for pupils in the school.
- These standards are met.

#### *Paragraph 25*

- Leaders and other staff have faced considerable challenges in ensuring that the school roof is properly maintained. Over time, extensive problems with the roof and many leaks had developed. Leaders arranged for urgent and extensive repairs and replacement to parts of the roof and to the ceilings of upstairs rooms.
- Unfortunately, further water damage was caused while the roof was being repaired.
- The repairs are nearing completion, although leaders plan a further phase of repairs to other areas of the roof. Inside, new suspended ceilings have been fitted to many rooms although some of this work needs to be completed. Upstairs rooms have been re-carpeted.
- Leaders have commissioned professional advice from structural engineers and architects to provide confidence that the repairs to the roof have been completed to a suitably high standard and that similar problems will not re-occur.
- One major leak remains, although this is over some stairs which can be safely cordoned off and put out of use for the time being.
- While it may take a little while longer for all rooms in the education part of the school to be available, there is sufficient space within rooms that are ready for learning for pupils to return to school. This is likely to be helped by leaders' plans to re-admit pupils in stages.
- Leaders have introduced a new computer-based system to help them log and track progress in resolving other maintenance issues around the school. This system is still at a relatively early stage of its use.
- These standards are met.

#### *Paragraph 30*

- Some of the NMS concerning the accommodation used for boarding are not met.
- This standard is not 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 previous boarding inspection identified that the school's approach to receiving complaints from boarders was weak.
- The process for handling complaints from parents, carers and others is suitable. The complaints policy also includes information about how pupils can complain.
- These standards are met.

## Part 8. Quality of leadership in and management of schools

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

- Trustees and other leaders have not ensured that all the independent school standards and the NMS are met consistently. Some of the unmet NMS concern the welfare of boarding pupils.
- There is some uncertainty about the long-term stability of leadership in the school because some senior leaders are engaged in an acting capacity. Trustees said that this situation had contributed, together with the challenges caused by COVID-19 (coronavirus) and the problems with the school's roof, to the time the school had to be closed to pupils.
- The responsibilities and lines of accountability around the school's governance are also subject to potential uncertainty because the change of proprietor requested by trustees has not been confirmed by the DfE.
- These standards are not met.

### Boarding provision

#### The overall experience and progress of children

#### *Taking into account, how well children are helped and protected and the effectiveness of leaders and managers.*

- Some aspects of boarding have improved with 10 of the 15 unmet standards identified at the previous boarding inspection now met. However, some additional standards were judged to not be met at this inspection.
- The oversight of boarding by trustees has been strengthened and a senior leader responsible for boarding has been appointed.
- However, it is too early to see the consistent impact of these and other changes in the longer term. The school has been closed to pupils since March 2020.

### The national minimum standards that were assessed during this inspection

#### *Standard 1.1*

- The previous inspection of boarding identified that boarders had limited access to information about complaints or independent bodies, including Ofsted.
- The school's action plan committed the school to improving information to pupils, including the school's statement of boarding principles and practice, and the complaints process for boarders.
- Leaders have completed the planned improvements to the school's statement of boarding principles and practice. The approach to understanding and responding to complaints from pupils has also been improved.
- This standard is now met.

#### *Standard 3.1*

- The previous inspection of boarding identified that the health plans and risk assessments for boarders with health needs or allergies were weak. Staff were unsure about

appropriate ways to manage and respond to boarders with allergies. In addition, arrangements for the safe storage of medicines were poor.

- The school's action plan stated that the school would improve its approach to the storage of medicines. Boarders' health plans and risk assessments would be full and accurate, and staff would receive additional training.
- Leaders have reviewed and updated the policies for the care of boarders. These documents are suitable. However, as the school is currently closed for pupils, it was not possible to understand their views.
- The school's policies concerning the administration of medicines are suitable. Similarly, the format for boarders' healthcare plans is suitable and ready to be used when the school reopens.
- Leaders have decided to use a commercially available computer-based tracking system to record the use of medication and other health information about pupils. However, this has not yet been implemented.
- This standard is now met.

*Standard 5.1, 5.2, 5.4, 5.5*

- The previous inspection of boarding identified that boarding accommodation was of poor quality and was unsafe. Boarders' bedrooms were dirty, creating a health risk. In addition, arrangements to ensure boarders' privacy were not sufficient. The toilets and washing facilities for older boarders were closed.
- The school's action plan stated that a refurbishment programme of the school's boarding house had started and was due to be completed by December 2019. This included the toilets for boarders aged over 16. Privacy screens were to be provided in shared bedrooms.
- In this inspection, standard 5.1 was judged to not be met.
- While the refurbishment of some bedrooms has been completed, the boarding accommodation is not ready for pupils. Many bedrooms are not clean, even where signs attached to doors state that the room has been deep cleaned. Many rooms are cluttered with the belongings of those boarders who previously used them. These belongings were left when the school closed quickly in March 2020 at the start of the first national restrictions because of COVID-19. Some mattresses are old and heavily stained. Some bedroom windows are in a poor state of repair.
- Some of the school's kitchen facilities for boarders' own use have been renovated to a high standard.
- Leaders intend to continue the improvement of boarding facilities over time. However, there remains much still to do. Trustees said that the school's ability to raise additional funds to support such improvement has been limited by the current situation concerning COVID-19.
- These standards are not met.

*Standard 6.2, 6.3*

- The previous inspection of boarding identified that the risk assessment process for individual boarders was weak and that boarding care plans were not in place.

- The school's action plan committed the school to improve its risk assessment policy and to review risk assessments as boarders grow and develop new skills. Staff were to receive additional training about risk assessment.
- Deficiencies in maintenance and cleaning of bedrooms have not ensured that these rooms are suitable for boarders' use.
- Leaders have improved the schools' risk assessment policy and have ensured that suitable risk assessments have been prepared. Some of these have not been implemented because the school remains closed to pupils.
- In this inspection, standard 6.2 was judged to not be met. Standard 6.3 is now met.

#### *Standard 7.2*

- The previous inspection of boarding identified that the arrangements to ensure boarders' safety in case of fire were weak. Practise evacuations had not been completed in line with the school's procedures. The fire alarm system did not indicate where a fire may have occurred and fire doors, although purchased, had not been fitted.
- The school's action plan indicated that staff had received additional training about fire safety and that fire drills were happening and being recorded.
- Staff had organised regular fire drills for boarders when the school was open, although all of these had taken place at similar times during boarding hours.
- The school's new fire alarm panel has been installed. Fire extinguishers around the school are regularly serviced and in date.
- This standard is now met.

#### *Standard 10.4*

- The previous inspection of boarding identified that boarders did not have regular access to the internet, television, newspapers or popular new reading books. Activities available out of school hours were limited.
- The school's action plan committed the school to appointing a person to be responsible for activities, increasing the range of activities available to boarders and providing more access to the internet.
- Leaders have arranged for boarders to have more access to the school's computer rooms outside the school day. In time, they plan to increase boarders' internet access further by allowing them to have access to the school's wi-fi system.
- Leaders have appointed an activities coordinator. There are plans to increase the range of activities available to boarders, but it has not been possible for staff to implement these plans due to the school's temporary closure.
- This standard is now met.

#### *Standard 13.1, 13.2, 13.4, 13.8*

- The previous inspection of boarding identified that the leadership and governance of boarding were poor, with 15 NMS not being met. There were no clear lines of accountability between trustees and other leaders.

- The school's action plan committed the school to create a clear management structure for boarding with regular meetings, record-keeping, additional training for boarding staff and challenge to any poor practice.
- Trustees are providing greater oversight of boarding. They have appointed a new head of boarding. This leader has a suitable job description and development plan, linked to appropriate training. However, he has not been able to work directly with boarders because the school is currently closed.
- The current temporary nature of some leaders' posts means that there is some uncertainty concerning the leadership of boarding in the wider context of the school.
- In this inspection, standard 13.2 and standard 13.4 were judged to remain unmet. The other standards are met.

#### *Standard 15.1, 15.3, 15.9*

- The previous inspection of boarding identified that supervision records for staff were poor and that discussions in team meetings were not recorded. In addition, supervision of boarders was insufficient.
- The school's action plan committed the school to improving its system for staff appraisals and to document staff meetings. It indicated that additional staff had already been deployed to improve supervision of boarders.
- The school's systems for checking on the quality of the work of staff and recording meetings are in place. However, these have not been used while the school has been closed.
- The accommodation provided for residential staff has been improved. There are now toilets and a bathroom designated solely for staff use.
- These standards are met.

#### *Standard 17.1*

- The previous inspection of boarding identified that boarders' access to information about complaints and independent bodies was limited.
- The school's action plan indicated that there had been immediate improvement, including noticeboards providing key information and the provision of a suggestions box for boarders' use.
- Leaders have made the planned improvements to the way they provide key information to boarders.
- This standard is now met.

## **Compliance with regulatory requirements and national minimum standards for boarding schools**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.



## School details

Unique reference number	105372
Social care unique reference number	SC008476
DfE registration number	351/6007
Inspection number	10160555

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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Other independent school
School status	Independent boarding school
Age range of pupils	11 to 23
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	347
Of which, number on roll in sixth form	76
Number of part-time pupils	None
Number of boarders on roll	188
Proprietor	The Board of Trustees
Chair	Mr Naushad Abdul Aziz
Headteacher	Mr Mohamed Mulla
Annual fees (day pupils)	£1,200
Annual fees (boarders)	£2,300
Telephone number	01706 826106
Website	None
Email address	info@duloom.org.uk

Date of previous standard inspection

13–15 March 2018

### **Information about this school**

- Since the school's previous standard inspection, there have been changes to the membership of the school's board of trustees. The school's trustees form its proprietor body.
- The school's proprietor as indicated on 'Get Information About Schools', the Department for Education's (DfE's) public record of information about schools, is a named person. That person is no longer a trustee of the school. Leaders have requested that the listed proprietor of the school should be changed to the 'Board of Trustees'. However, this change has not been confirmed.
- At the time of the inspection, some senior leaders were completing their roles in an acting capacity as a result of long-term staff absence.
- The school's previous standard inspection of its education provision took place in March 2018. The school's previous inspection of its boarding provision took place in late April and early May 2019.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- That registration authority asked that other independent school standards should be checked during the inspection following information that they had received about the school, including a change to the school’s proprietor and major repairs to the school’s roof.
- The boarding inspection in late April and early May 2019 found that this provision was inadequate. Following this inspection, the DfE required the school to prepare a statutory action plan.
- The action plan was evaluated by Ofsted in October 2019. The action plan was judged acceptable by Ofsted. It was approved by the DfE in November 2019.
- This was the school’s first progress monitoring inspection following the most recent inspection of boarding.
- This inspection was conducted without notice. During the interim phase of inspection, during which schools are responding to the impact of COVID-19, up to 30 minutes’ notice is normally given for this type of inspection. However, for this inspection, it was not possible for inspectors to contact the school before their arrival.
- During this inspection, inspectors toured the school’s educational and boarding facilities, accompanied by senior leaders.
- Inspectors held discussions with senior leaders. An inspector spoke to one of the school’s trustees by telephone.
- Inspectors reviewed documents to provide information about the school’s compliance with the independent school standards and the NMS for boarding schools. These documents included the school’s safeguarding policy.
- At the time of the inspection the school remained closed for pupils, as had been the case since the start of the first set of national restrictions caused by COVID-19. This meant that it was not possible for inspectors to speak to pupils to ascertain their views. Leaders intend for pupils to have a phased return to school over the next two months.

## Inspection team

David Selby, lead inspector

Her Majesty's Inspector

Denise Jolly

Senior officer, regulation, social care policy

Sarah Oldham

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection of boarding provision and remain unmet at this inspection*

#### **Part 3. Welfare, health and safety of pupils**

- 8 Where section 87(1) of the 1989 Act applies in relation to a school the standard in this paragraph is met if the proprietor ensures that:
  - 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
  - 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

#### **Part 5. Premises of and accommodation at schools**

- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

#### **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;
  - 34(1)(c) actively promote the well-being of pupils.

## **The school does not meet the following national minimum standards for boarding schools**

*Standards that were not met at the previous inspection and remain unmet at this inspection*

- Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes. (NMS 5.2)
- Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. (NMS 5.4)
- Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm. (NMS 5.5)
- There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between the academic and residential staff. (NMS 13.2)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

- Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted on to reduce risk for all boarders. Where boarders are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls. (NMS 5.1)
- The school premises, 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. (NMS 6.2)

## **The school now meets the following national minimum standards for boarding schools**

- A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice. (NMS 1.1)
- The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies. (NMS 3.1)

- The school ensures that 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 appropriate action is taken to reduce risks that are identified. (NMS 6.3)
- In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'. (NMS 7.2)
- Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age. (NMS 10.4)
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. (NMS 13.1)
- The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate. (NMS 13.8)
- Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. (NMS 15.1)
- The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved. (NMS 15.3)
- Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated<sup>1</sup> from the accommodation and facilities provided for boarding pupils. (NMS 15.9)
- Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith. (NMS 17.1)

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<sup>1</sup> Appropriately separated' does not mean that the accommodation has to be in a separate building. But separation should mean that facilities are not shared.

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