

# Inspection of King of Kings

St Luke's Parish Hall, Derby Road, Salford M6 5YD

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Inspection dates: 7 to 9 November 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

Pupils, and students in the sixth form, at this school are warmly greeted each morning by their teachers. Those pupils who are new to the school quickly settle into school life. Pupils are happy in the friendly, calm environment that the school provides. Pupils across the school enjoy spending social times together.

Teachers expect pupils to listen carefully and to try their best in lessons. Pupils rise to these expectations. They are polite and well-mannered. They are keen to earn merits for their behaviour and learning and to be recognised on the school honour roll.

The school has high expectations for pupils' achievement, including those pupils with special educational needs and/or disabilities (SEND). In some subjects, these expectations are realised. However, in some other subjects the curriculum does not enable pupils to learn all that they should to prepare them for the next stage of their education. This hinders how well pupils achieve in these subjects.

Pupils are taught to treat others with kindness and respect. They experience opportunities to learn about some of the differences among people in their local community and in the wider world. For example, they learn about some other faiths and cultures. However, pupils have a limited understanding of British values, such as democracy and the rule of law. In addition, there are few opportunities for pupils to engage in experiences to develop their talents and interests. Pupils are not as prepared for life in modern Britain as they could be.

## **What does the school do well and what does it need to do better?**

The school follows a Bible-based curriculum. Leaders have built on this curriculum to ensure that a broad range of learning is provided. The school successfully identifies the additional needs of pupils who may have SEND. Staff ensure that these pupils are supported to access the same curriculum as their peers.

The curriculums in some subjects are well developed. Teachers' knowledge in these subjects is secure. In lessons, teachers check that pupils understand their learning. In these subjects, learning is designed to support pupils, and students in the sixth form, to make connections in their learning and deepen their knowledge and understanding of key concepts over time. This enables pupils to achieve well in these subjects.

This is not the case in some other subjects. The curriculums that staff deliver in these subjects are not planned or designed sufficiently well to support pupils to develop a secure body of subject knowledge. Consequently, pupils have some misconceptions and gaps in their knowledge of these subjects. Pupils are not fully prepared for the next stage of education in these subjects.

The curriculum design in the early years lacks ambition and does not meet the learning and development requirements of the early years statutory framework. The school has not provided staff in the early years with the appropriate training or support to design and deliver the curriculum effectively. This limits children's readiness for their next steps.

The school has made learning to read from the start a priority. Staff promote children's early reading skills as soon as they join the school. These youngest children enjoy listening to sounds in the environment and sharing nursery rhymes and songs. Staff teach phonics well so that by the end of key stage 1, most pupils are confident, fluent readers. Pupils who find learning to read difficult are provided with appropriate and timely support.

The school is calm and orderly. Pupils benefit from lessons that proceed without interruption. Pupils' positive relationships with staff mean that they are confident to ask questions and check their understanding. Pupils value the mutually respectful atmosphere in school. Older pupils take pride in supporting younger pupils in their learning.

The school provides pupils with opportunities to develop leadership qualities by being team leaders and carrying out lunchtime jobs. Pupils learn to consider the needs of others, for example through charity collections for foodbanks. The school ensures that pupils learn about how to keep themselves safe, including when they are working or playing online. However, secondary-age pupils have limited opportunities to find out about potential careers, for example through work experience. This hinders some pupils in making well-informed choices about their next steps.

Pupils of primary age benefit from appropriate relationships education. However, pupils of secondary age do not receive appropriate relationships and sex (RSE) learning. This learning does not provide these pupils with the information that they need to help them to develop healthy relationships.

The proprietor body has not ensured that the independent school standards ('the standards') are consistently and securely met. The proprietor body has not met some standards pertaining to pupils' welfare, health and safety, premises and accommodation.

The proprietor body has not checked the school's new premises to ensure that it is suitable and safe. There are a number of failings. These include a lack of hot water in the boys' toilets and no showers for pupils aged 11 years or over who receive physical education. Furthermore, there is no suitable accommodation for the short-term care of sick and injured pupils.

The proprietor body has not ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. For example, there is no information provided for pupils, staff or visitors regarding fire evacuation routes.

During the inspection, the school were unable to provide inspectors with information and policies relating to a number of areas of the school provision, including evidence of how complaints are handled.

The proprietor body has not ensured that all of the required information is up to date and published on the school's website.

The proprietor body has failed to ensure that the school complies with schedule 10 of the Equality Act 2010 with regard to the provision of a suitable accessibility plan. Added to this, it has not ensured that it fulfils other statutory duties, such as the learning and development and safeguarding and welfare requirements of the early years foundation stage. For example, the proprietor body has not ensured that children access daily planned outdoor activities and that there are safe sleeping arrangements in place.

The proprietor body is committed to ensuring that pupils receive a high-quality education. It has been distracted by its difficulties in resolving the considerable issues with the school's previous premises and securing new premises at short notice. The proprietor body is aware of the shortcomings of the school's current premises and accommodation. It has the capacity to address the areas for improvement identified in this inspection.

Staff feel well supported by the school. The school is mindful of their workload and well-being when it makes changes to school policies and practices.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff know how to recognise and report any concerns about a pupil's welfare. However, the proprietor body does not ensure that its checks on safeguarding records and that procedures are robust enough. Nor does it ensure that both staff and leaders' safeguarding training is regular, up to date and informs safeguarding policy and practice. For example, contact telephone numbers are not recorded for pupils in the school's admissions register, and leaders were unable to share the current safeguarding policy or up-to-date training records relating to safer recruitment.

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

### **(Information for the school and proprietor)**

- In some subjects, the school has not ensured that the work given to pupils enables them to develop detailed knowledge in that subject. As a result, some pupils do not acquire the depth of knowledge that they need. The school should ensure that staff are trained and supported to provide pupils with work that deepens their knowledge over time.

- The curriculum in the early years is not well designed or sufficiently ambitious. Added to this, staff in the early years are not suitably trained. As a result, children are not well prepared for their next stage in education. The school should ensure that staff in the early years are clear about the important knowledge that children need to know and remember in readiness for their future learning.
- The school has not ensured that pupils learn all that they should to be ready for life in modern Britain. As a result, pupils are not as well prepared as they could be to become responsible and active citizens. The school should ensure that all pupils experience a range of high-quality personal development opportunities, including suitable careers and RSE programmes to prepare them for adulthood.
- The proprietor body has not carried out its statutory responsibilities or ensured that the standards are met consistently. As a result, there are a number of weaknesses in the school's arrangements for pupils' welfare, health and safety, as well as issues with the school's premises. The proprietor body should ensure that its safeguarding arrangements, health and safety practices and school premises meet statutory requirements.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	105596
<b>DfE registration number</b>	352/6037
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10267593
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	26
<b>Proprietor</b>	King of Kings School
<b>Chair</b>	Philip Lewis
<b>Headteacher</b>	Brenda Lewis
<b>Annual fees (day pupils)</b>	£4,000
<b>Telephone number</b>	07786 228508
<b>Website</b>	<a href="http://www.kingofkingsschool.org.uk">www.kingofkingsschool.org.uk</a>
<b>Email address</b>	<a href="mailto:info@kingofkingsschool.org.uk">info@kingofkingsschool.org.uk</a>
<b>Date of previous inspection</b>	29 to 31 January 2019

## Information about this school

- The school's previous standard inspection took place on 29 to 31 January 2019.
- King of Kings is a Christian faith school.
- The school had moved to premises at St Luke's Parish Hall, Derby Road, Salford M6 5YD the day before the on-site inspection. The address of these new premises does not match the information registered on the Department for Education's (DfE's) Get information about schools website.
- At the time of the inspection, there were a very small number of students in the sixth form.
- Leaders do not make use of any alternative provision for pupils.
- The headteacher was absent from school during the inspection.

## Information about this inspection

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

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the deputy headteacher of the school. The lead inspector spoke with other school leaders as well as members of the proprietor body, including the chair. She also spoke with a representative of the local authority where the school was previously located.
- Inspectors carried out deep dives in early reading, science and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans in some other subjects. They also spoke to pupils about their learning in these subjects and looked at samples of their work.
- The lead inspector observed pupils from key stages 1 and 2 reading to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with pupils about their wider experience of school. They observed pupils' behaviour in lessons and around the school.
- Inspectors talked with staff and leaders about their workload and well-being.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils. They also took account of the responses to Ofsted Parent View, including the free-text responses.
- The lead inspector carried out a tour of the school. Inspectors checked documentation and met with leaders to check the school's compliance with the standards.

## Information about the material change inspection

### The school's proposed change to its premises

The school has applied to the DfE to make a 'material change' to its registration. At the DfE's request, we checked whether the school meets the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162 (4) of the Education Act 2002.

- The outcome of this part of the inspection is: **the school does not meet the independent school standards relevant to the material change. The material change has already been implemented.**
- The school's new premises and accommodation are used day to day as a church hall. At the time of the inspection, these premises and accommodation were unsuitable because there were no shower facilities, adequate hot water supply or suitable accommodation for the short-term care of sick and injured pupils. In addition, the proprietor body has not ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. Policies relating to the welfare, health and safety of pupils have not been reviewed to reflect the material change regarding the new premises.

### Inspection team

Rebecca Jewitt, lead inspector

His Majesty's Inspector

Julie Bather

Ofsted Inspector



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

### **The school failed 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
  - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor-
  - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
  - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
  - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - 5(b) ensures that principles are actively promoted which-
    - 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

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

- 7 The standard in this paragraph is met if the proprietor ensures that-

- 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

## **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.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
  - 24(1)(a) accommodation for the medical examination and treatment of pupils;
  - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 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.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
  - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water.

## **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
  - 32 (1) (a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
  - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request.
- 32(2) The information specified in this sub-paragraph is-

- 32(2)(a) the school’s address and telephone number and the name of the head teacher;
- 32(2)(b) either-
- 32(2)(b)(ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;
- 32(2)(c) where there is a governing body, the name and address for correspondence of its Chair.
- 32(3) The information specified in this sub-paragraph is-
- 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
- 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations;
- 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

## **Part 7. Manner in which complaints are handled**

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
- 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is-
- 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
- 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
- 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
- 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
- 33(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

## **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.

## Early Years Foundation Stage

- 1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.
- 1.15 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.
- 1.17 A quality learning experience for children requires a quality workforce. A well-qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children.
- 3.21 The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- 3.25 At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A.
- 3.55 Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).
- 3.56 Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.
- 3.59 Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions). Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).
- 3.60 Sleeping children must be frequently checked to ensure that they are safe. Being safe includes ensuring that cots/bedding are in good condition and suited to the age of the child, and that infants are placed down to sleep safely in line with latest government safety guidance.

- 3.61 Providers must ensure there is an adequate number of toilets and hand basins available. Except in childminding settings, there should usually be separate toilet facilities for adults. Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available.
- 3.70 Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection Legislation and where relevant the Freedom of Information Act 2000.
- 3.73 Providers must record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.
- 3.74 Providers must make the following information available to parents and/or carers:
  - how the EYFS is being delivered in the setting, and how parents and/or carers can access more information
  - the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home
  - how the setting supports children with special educational needs and disabilities
  - food and drinks provided for children
  - details of the provider's policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
  - staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

### **Schedule 10 of the Equality Act 2010**

- The school does not fulfil its statutory duty to provide a suitable accessibility plan.

### **The school's change to its premises**

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

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

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- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 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.
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  - 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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