

Springhill Primary Academy

Mossbank Avenue, Chasetown, Burntwood, Staffordshire WS7 4UN

Inspection dates

16–17 November 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- While teaching is improving, it is not yet consistently good across key stages 1 and 2.
- Outcomes for pupils, while improving, are not sufficiently strong across all subjects and in all classes.
- Work set for the most able pupils, including those who are disadvantaged, is not sufficiently challenging. As a result, too few achieve the higher outcomes of which they are capable.
- Teachers do not provide pupils with enough opportunities to use their reading skills to gain an in-depth understanding of what they have read.
- Pupils do not have sufficient opportunities to use computers and other information technology in their learning.
- While the teaching of writing skills, such as the use of grammar and the need for appropriate punctuation, are taught effectively, teachers do not provide pupils with enough opportunity to use this knowledge in longer pieces of independent writing.
- The leader for provision for pupils who have special educational needs and/or disabilities does not yet have a sufficiently deep understanding of the effectiveness or impact of support that is put in place to help these pupils.
- Communication with parents is not as effective as it could be in keeping them informed about the work of the school.

The school has the following strengths

- The headteacher and executive headteacher provide strong and effective leadership. As a result of their actions, teaching and outcomes are improving.
- The local governing body and the multi-academy trust provide high levels of support and challenge for school leaders. They have a realistic view of the school's strengths and the need for further improvement.
- Pupils behave well in school and show positive attitudes towards learning. They feel safe and well cared for in school.
- Teaching is good across the early years provision. As a result, children make good progress in the Nursery and Reception classes from their starting points in school.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good across key stages 1 and 2 by:
 - ensuring that learning for the most able pupils, including the most able disadvantaged pupils, is sufficiently challenging to enable more to achieve higher outcomes
 - ensuring that the teaching of reading provides more opportunities for pupils to deepen their understanding of what they are reading
 - providing more opportunities for pupils to develop their use of information and communication technology as part of their learning
 - ensuring teachers provide pupils with opportunities to accurately apply their spelling, grammar and punctuation knowledge within extended pieces of independent writing.
- Further improve leadership and management in school by:
 - ensuring actions and interventions provided to support pupils who have special educational needs and/or disabilities are regularly and accurately monitored and evaluated to measure the impact on these pupils' learning and outcomes
 - ensuring that effective communication provides parents with clear information about the work of the school.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the school opened as an academy in January 2014, the multi-academy trust has been instrumental in putting in place a strong and effective leadership structure that is now firmly established. This has led to ongoing improvements in the quality of teaching and improving outcomes for pupils. The legacy of inadequate teaching from the predecessor school has now been removed.
- The headteacher and executive headteacher have a clear and realistic view of the strengths and weaknesses of the school. They recognise that teaching is not yet consistently good across the school and, as a result, not all pupils make the progress that they are capable of. Their vision that pupils should experience an exciting and relevant curriculum, that supports them in their learning, is shared by all the staff. All the staff who responded to the online questionnaire were positive about the impact that leaders are having on improving teaching and learning.
- There are good and effective systems in place for evaluating most areas of the school's work. Leaders undertake a wide range of monitoring, including observations of teaching, analysis of pupil progress information and scrutiny of teachers' planning to develop well thought-out plans for improvement. Subject and phase leaders are held accountable for the quality of teaching within their areas of responsibility. They have been successful in making improvements to aspects of the school's work, for example in developing the quality of teaching of mathematics across the school.
- Where teaching is less effective, leaders provide support and challenge. Teachers are able to observe and learn from outstanding teaching in other schools within the multi-academy trust. Opportunities for teachers' professional development are strong. Rigorous management of teachers' performance is used to hold them to account for the outcomes of the pupils in their classes.
- Leaders place a high emphasis on pupils' spiritual, moral, social and cultural development. They have high expectations of how pupils behave and, as a result, behaviour across school is consistently good. Leaders have also introduced an engaging and relevant set of values to the school that are understood and appreciated by the pupils. These values, based around a set of imaginary super-heroes, led by 'Captain Reach' and his team of 'Determinator', 'Questioner', 'Collaborator', 'Explainer' and 'Reflectortron', help pupils develop positive attitudes to learning, which support them in their preparation for life as citizens in modern Britain.
- The relevant and well-planned curriculum that leaders have established in school provides pupils with exciting opportunities to develop their learning across subjects through a series of mini-adventure topics. Subjects, such as science, geography and history, are linked together within a theme, such as the 'Great Fire of London' or 'A Midsummer's Night Dream'. Pupils are able to apply their mathematics and writing learning in these themes. Visits to places such as Warwick Castle and Chasewater Country Park are used well to support and enhance pupils' learning. During their time at Springhill Primary Academy, all pupils are provided with the chance to experience a series of '11 before 11' activities, including a visit to London, a meal in a restaurant and a trip to a theatre. These experiences are effective in enriching pupils' social and

cultural development and providing them with valuable life skills.

- Leaders promote equality of opportunity well. They ensure that the additional pupil premium grant is used appropriately to improve outcomes for disadvantaged pupils in school. Small group work, led by teachers and trained teaching assistants, helps these pupils to make progress that compares well with other pupils nationally.
- Additional sport premium funding is used effectively by leaders to widen the sporting opportunities for pupils and to promote their physical well-being. External sports coaches have worked alongside teachers to develop their confidence and abilities to teach physical education to higher standards. Additional activities, such as dance and tag-rugby, have been introduced and this has increased the number of pupils participating in extra-curricular activities. Leaders are also ensuring that pupils have more chances to take part in competitive sports against other schools, with a steadily improving rate of success.
- The leader for provision for pupils who have special educational needs and/or disabilities has implemented a number of changes to how these pupils are supported in school. However, she has not, as yet, effectively monitored or evaluated the impact that these actions are having on pupils' outcomes and is consequently not in a strong enough position to determine the effectiveness of the measures taken. School leaders are aware that this is an aspect of leadership that needs to improve.
- While the majority of parents who responded to the online questionnaire, Parent View, were positive about most aspects of the school's work, a minority expressed concerns about communication from school leaders about changes in staffing and their children's progress. These views were also echoed by some of the parents spoken to by inspectors, including some parents of children who have special educational needs and/or disabilities.

Governance of the school

- Governors have a thorough understanding of the strengths and weaknesses of the school. They use a range of information to analyse school performance, and work effectively with leaders to set ambitious targets to further improve the school.
- Governors robustly hold leaders to account. For example, a recently introduced governors' visits policy ensures that all governors understand their roles and how they can check that leaders are bringing about the necessary improvements to the school. Link governors visit the school regularly and meet with leaders to discuss how their actions are impacting upon the development of the school. Leaders provide 'impact reports' to governors to further inform them of how the school is improving.
- Although the chair of governors has only recently been elected to the role, she already has a deep understanding of the school's performance and recognises the need for further improvements in teaching and pupils' outcomes.
- Governors know how additional funding is used to support disadvantaged pupils. They ask challenging questions to check that the funding is improving the progress of disadvantaged pupils.
- Governors are knowledgeable about their statutory responsibilities, particularly those related to keeping pupils safe. Governors have received up-to-date training on

safeguarding and regularly visit school to check that all necessary steps are being taken to ensure the safety of pupils.

Safeguarding

- The arrangements for safeguarding are effective. Policies and procedures to keep pupils safe are detailed, thorough and fully applied by all staff. Robust checks are in place to ensure all staff employed by the school pose no risk to the pupils.
- All staff are appropriately trained about the potential risks to children and are very clear about what to do if they have any concerns about any pupils.
- The family liaison officer that the school employs provides expertise to leaders and staff on how they can best ensure pupils' safety and well-being, and works closely with parents and families to offer support and advice. Vulnerable pupils are supported well and the school engages effectively with a variety of agencies to ensure the right support is in place to help them.
- Pupils are taught well about how to keep themselves safe through the curriculum, including when online. The very strong culture of safeguarding that is evident in the school ensures that pupils feel safe and secure and are in a good position to learn.

Quality of teaching, learning and assessment

Requires improvement

- There is a lack of consistently good teaching across subjects in key stages 1 and 2. While there is good teaching in school, this lack of consistency means that pupils in some classes do not achieve the outcomes of which they are capable.
- Expectations from teachers of what pupils are capable of achieving are not high enough, particularly for the most able pupils. As a result, too few pupils reach the higher standards or work at greater depth as they move through the school. The work set for these pupils is too often undemanding and easily within their capabilities. There are too many occasions when all pupils undertake the same task and as a result some find the work too difficult and some find it too easy. Over a third of pupils who responded to the online questionnaire said they felt that work was sometimes too easy.
- There is a whole-school, systematic approach to the teaching of phonics (the sounds that letters make in words) as an essential and integral part of the teaching of reading. This means that pupils develop a secure knowledge of how to read unfamiliar words and make good progress in this aspect of their reading development. However, opportunities for pupils to develop their reading comprehension skills are not well established or taught. Too often, teachers set the same task for all pupils in a class and, as a result, pupils do not develop a sufficient depth of understanding of what they are reading.
- School leaders have ensured that there is a strong focus on teaching pupils age-appropriate punctuation, spelling and grammar skills. However, they do not provide enough opportunities for pupils to apply these skills in longer, independent pieces of work. As a result, teachers are sometimes inaccurate in assessing whether the pupil is working at age-appropriate levels and pupils do not make enough, rapid progress in their writing.

- Pupils spoken to during the inspection commented on the fact that they do not get regular opportunities to use computers as part of their learning. This was born out by further evidence gathered during the inspection. Consequently, pupils' information and communication technology skills are not sufficiently well developed. While leaders recognise that this is an aspect of teaching that needs to be addressed and have plans to employ a specialist teacher to work with each class, this has not yet been put in place.
- An increasing proportion of teaching in school is good and meets the needs of pupils. Where teaching is good, teachers adapt their questioning to the specific needs of the pupils and ask questions that are challenging and matched accurately to different abilities.
- The teaching of mathematics within school is effective. This is because teachers generally set pupils work that is matched to their abilities. They systematically teach core skills, such as addition and subtraction, and then provide good opportunities for pupils to apply these skills in problem-solving activities that require the pupils to use reasoning.
- Pupils particularly enjoy their learning in subjects such as history, geography and science. This is because teachers provide them with good opportunities to undertake investigative work and make good links between the subjects. Teaching is also effective in developing pupils' understanding of fundamental British values, such as democracy and tolerance, through the mini-adventures. For example, older pupils had recently undertaken work on the two world wars that Britain had been involved in. As part of this work, they had gained a depth of understanding of, and empathy with, the British Legion annual remembrance activities that take place in this country and understood the reasons for the commemorations.
- A music specialist is employed by the school to teach each class, each week. This results in pupils making good progress in this subject and gaining real enjoyment from their participation in music making. During the inspection, all pupils in a key stage 2 class were seen accurately playing a range of instruments and producing a pleasing and melodic performance of a piece of contemporary music.
- Teaching assistants are used well to work alongside teachers and to support specific pupils, either individually or in small groups. They are well trained and understand the need, when necessary, to break learning down into small steps to support pupils who need to catch up in an area of their learning.
- Classrooms are lively, bright and inviting places for learning. Pupils use the prompts and reminders that are displayed on the walls to help them in their learning. Learning is celebrated and promoted well through examples of pupils' work, both in classrooms and elsewhere in school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils display positive attitudes towards learning. They listen with respect to the views

of others and are caring and considerate. During the inspection, pupils were keen to talk to inspectors and expressed pride in their school and appreciation for what it offered them.

- The efforts that the school makes to ensure that pupils feel safe and secure are reflected in the depth of understanding that pupils have on how to use the internet safely. Pupils understand the reasons to keep passwords secret and to not give out information to people they do not know.
- Pupils show compassion for others. They regularly visit a local care home and enjoy the opportunities to meet and talk with the residents. Pupils in Year 5 recently took part in a sponsored walk to raise money for Water Aid and understood how their efforts could help people less fortunate than themselves.
- Pupils say that bullying is extremely rare and always well dealt with. They know that unkind words can be hurtful to others. School records indicate that racist incidents do not occur. This is an indication of the effective work that teachers and other staff do to promote tolerance and respect.
- Assemblies are used well to ensure that pupils have a clear sense of right and wrong. During the inspection, all pupils in school listened attentively to a story with a moral emphasis. They then made clear and accurate links to the school values promoted by 'Captain Reach'. However, opportunities for reflection on spiritual issues are not always fully exploited.
- The well-run before and after-school club is appreciated by both pupils and parents. It provides a warm and welcoming start and end to the school day. Activities are matched well to the different interests of the pupils who attend. Pupil premium funding is used to ensure that disadvantaged pupils are able to attend. This is a further indication of the school's commitment to ensuring equality of opportunity for all.

Behaviour

- The behaviour of pupils is good. Behaviour seen both in classrooms and when the pupils are on the playgrounds was consistently positive. Pupils recognised that the steps that leaders have taken to improve behaviour have been effective and for the benefit of all members of the school community. They appreciate the rewards they can gain for good behaviour, including the opportunity to take part in one of the half-termly headteacher's tea parties.
- Pupils move around school sensibly and hold doors open for each other, waiting to take their turn to go through. Their behaviour in the dining room at lunchtime is good, with staff helping them to develop positive table manners and to talk quietly to people near them.
- The school has good systems for recording behaviour incidents. These records show that there has been an ongoing reduction in any inappropriate behaviour. This is a result of the high expectations that are set by school leaders and the conscientious way that pupils strive to meet these standards. Where teaching is less engaging in class, some pupils lose attention. However, they do not disrupt the learning of other pupils.
- Attendance is now good and is at least in line with the national average. This is because the school has robust systems in place to promote good attendance and to ensure that parents understand the need for their children to attend regularly and on

time. The improvements in attendance are also a result of the enthusiasm that pupils have for school and the fact that they see the value of their education.

Outcomes for pupils

Requires improvement

- Outcomes require improvement. Despite outcomes improving over the two years since the school opened as an academy, progress across classes in key stages 1 and 2 is inconsistent and not enough pupils attain the standards that they are capable of.
- Provisional data for 2016 indicates that progress for pupils in Year 6 in reading was slightly below the national average. In 2015, progress for pupils in reading by the end of key stage 2 was significantly below the national average. While there has been an improvement, too few pupils are still making the expected progress in reading from their starting points as they move through the school.
- The most able pupils in school, including the most able disadvantaged pupils, do not achieve sufficiently high outcomes. In 2016, provisional national assessment data indicates that no pupils were working at greater depth in either mathematics or writing by the end of Year 2. The proportions of pupils working at the higher levels in Year 6 were lower than the national average in both reading and mathematics. Evidence gathered during the inspection, from observations in lessons, scrutiny of pupils' work in books and from the school's own assessment information, indicates that the expectations for the most able pupils in school are not sufficiently demanding. This is an area for improvement that school leaders have identified but, as yet, the impact of action taken has not had enough effect on outcomes for these pupils.
- Outcomes in writing are variable across the school. Provisional assessment information for 2016 indicates that pupils in both Year 2 and Year 6 attained standards that were broadly in line with other pupils nationally. However, written work seen in pupils' books during the inspection indicates that some teachers' assessments were not fully accurate and that pupils were in fact working below the standard that was expected for their age. Extended and independent written work did not show that punctuation and grammar skills were being applied in line with those expected for pupils in some classes. The strongest writing seen was in the Year 5 and Year 6 classes.
- Emphasis has been placed in school on ensuring that the teaching of early reading has had a positive impact on pupils' attainment in the national phonics screening check for pupils in Year 1. In both 2015 and 2016, the proportion of pupils attaining the expected standard was above that seen nationally and this reflects an ongoing trend of improvement. Pupils understand how to use their phonic knowledge to build and recognise words. However, their ability to then fully understand the content of what they are reading is not as well developed across the school. This is reflected in the outcomes in both 2015 and 2016 for pupils in Year 6 where their progress in reading was below the national average.
- The improvements in the teaching of mathematics in school have helped to ensure that pupils achieve outcomes that are at least in line with those expected for their age. The opportunities that pupils have to apply their computational knowledge to problem-solving help them to have a good depth of understanding in mathematics.
- Disadvantaged pupils in school attain outcomes that are at least in line with their

classmates and are improving compared with other pupils nationally. This is because teachers and other adults ensure that additional support, that is well matched to each individual pupil's need, is put in place. Leaders diligently monitor the progress of these pupils and compare it with those of pupils nationally to ensure that differences in their outcomes continue to diminish.

- Pupils who have special educational needs and/or disabilities make expected progress from their starting points. Teaching assistants provide effective support for these pupils and are skilled at breaking learning down into small and achievable steps. While liaison and support from outside agencies, including specialist speech and language staff, has improved, the lack of close and effective monitoring of interventions means that the effectiveness of actions is not evaluated sharply enough.

Early years provision

Good

- Children enter Nursery with skills and knowledge that are below, and in some cases well below, those that are typical for their age. As a result of effective teaching and activities that are well matched to their interests and abilities across the early years provision, they make good progress.
- By the time they leave at the end of their Reception Year, most children are well prepared for their move to Year 1. The proportion of children who achieve a good level of development has risen over the past two years. In 2016, while the proportion reaching a good level of development was still slightly below the national average, this indicated good progress for these children from when they started in school.
- Teaching across the early years provision is good. Teachers and other adults make sure that all areas of learning are addressed well. Both the indoor and outdoor classrooms are attractive places, with a range of activities that engage children's interest and promote learning.
- There is a strong focus across the early years provision on promoting language development. Teachers and teaching assistants use questioning well to encourage children to speak in extended sentences and to widen their use of vocabulary. For example, during the inspection a member of staff was seen working with children to promote their understanding of counting through a mathematics game using numbered dice. The children enthusiastically joined in and discussed the shape of the dice and predicted what the numbers might be.
- The teaching of early reading is a strength of the early years provision. Daily phonics sessions, matched to different abilities within the Reception class, help to ensure that all children make good progress. Teachers and other staff accurately demonstrate the sounds which the children then repeat. Children are then provided with purposeful opportunities to apply their phonic knowledge in writing simple sentences, linked to their mini-adventure topics. An example of this seen during the inspection was a child who had carefully drawn a map and had then labelled places along the route, with words such as 'start' and 'stop' accurately spelt.
- Children enjoy their learning. They show sustained concentration on a task and cooperate well with each other. Behaviour is good across the early years provision due to the clear expectations that staff set. Children understand the need to take turns and

to listen when someone else is speaking.

- Thorough and accurate assessment processes are used effectively across the early years provision. Information from these assessments is used well to measure children's progress and also to plan activities that are appropriate to each child's learning stage and needs. Teachers compare their assessments with staff from other schools to ensure that their judgements are accurate. Information from parents is used as part of the initial assessments that take place when the children start in school to provide a depth of understanding of individual children's interests and abilities.
- Leadership of the early years provision is good. The leader has made sure that staff receive appropriate training to enable them to successfully lead children's learning. Good opportunities for teachers and teaching assistants to visit other schools in the REAch2 multi-academy trust to observe and learn from high-quality teaching and learning have been used effectively to support staff development.
- Parents are appreciative of the work that the staff in the early years provision do with their children. The early years leader has been successful in developing positive relationships with parents and carers. One parent's comment that, 'My son has only recently started the Nursery at the school. He looks forward to going in every morning and is always happy and in a good mood when he leaves' was typical of the large majority of parents who either responded to the online questionnaire or who spoke to inspectors during the inspection.
- The number of children attending the recently introduced two-year-old provision is still very small. However, leaders have ensured that the provision matches their needs including by appointing an additional nursery worker with previous experience of working with very young children. This helps to make sure that children settle confidently and quickly when they start at school and are then in a strong position to make good progress.
- All statutory welfare and safeguarding requirements are fully met. Staff are well trained and place children's safety and well-being at the heart of what they do.
- Occasionally, staff do not intervene quickly enough when a child loses focus. As a result, some learning time is lost for children. The early years leader recognises this is an area for further staff development.

School details

Unique reference number	140402
Local authority	Staffordshire
Inspection number	10019987

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Amanda Gandolfo
Headteacher	Andrew How
Telephone number	01543 225620
Website	www.springhillacademy.co.uk
Email address	headteacher@springhillacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Springhill Primary Academy is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils, those who are supported by the pupil premium funding, is above average.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is below that in most schools.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The school meets the government's current floor standards, which are the minimum

expectations for pupils' attainment and progress in reading, writing and mathematics for pupils by the end of Year 6.

- The school runs a breakfast club and an after-school club for its pupils.
- The school provides part-time education for a small number of two-year-old children.
- The headteacher took up his post in September 2016. An executive headteacher works alongside the headteacher and is part of the day-to-day leadership of the school.
- The school is part of the Raising Educational Achievement for Children (REAch2) Trust which is the main governing body with legal and strategic responsibilities for all REAch2 schools. The local governing body focuses on the day-to-day responsibilities of the school. The school opened as an academy on 1 January 2014.

Information about this inspection

- The inspectors observed pupils' learning in 21 lessons or parts of lesson. A number of these observations were undertaken with members of the school's leadership team.
- The inspectors looked at work in pupils' books and listened to pupils read. They met with a group of pupils to gain their views of the school. The inspectors observed pupils' behaviour at breaktime, lunchtime and at the end of the school day, as well as in lessons.
- Meetings were held with the headteacher, the executive headteacher, the deputy headteacher and three middle leaders. An inspector met with two members of the local governing body, including the chair of the local governing body. The lead inspector met with a representative from the REAch2 multi-academy trust.
- The inspectors looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, records of how teaching is managed and the school improvement plans.
- The inspectors took account of the 21 responses to the online questionnaire, Parent View, and considered the 17 free text responses from parents. They also talked to parents at the start and end of the school day. They also considered the 16 responses to the staff questionnaire and the 29 responses to the pupil questionnaire.

Inspection team

Adam Hewett, lead inspector	Her Majesty's Inspector
Ann Pritchard	Her Majesty's Inspector
Lindsay Nash	Ofsted Inspector

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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.

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