

# Manor Fields Primary School

Penningtons, Bishop's Stortford, Hertfordshire CM23 4LE

## Inspection dates

19–20 October 2016

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders, managers and governors have failed to establish effective systems for ensuring pupils' safety and welfare. Arrangements for the thorough recording of all concerns about pupils' welfare, and actions taken to address them, are not robust.
- Concerns about pupils' welfare are not always reported quickly enough to the appropriate designated safeguarding staff member or, if needed, to appropriate agencies.
- Training arrangements for safeguarding have not been effective for staff and some leaders.

### The school has the following strengths

- Leaders and governors have improved the quality of most of their work and act as a strong team to drive improvements.
- Leaders and governors assess the academic performance of the school effectively and have successfully focused on improving teaching, particularly of writing, reading and mathematics.
- Teaching is good across a wide range of subjects including English, mathematics, humanities, arts and sciences. Teachers provide pupils of different abilities with work which is challenging and interesting. As a result, pupils learn well and make good progress.
- Disadvantaged pupils are well supported and they are making good progress.
- Pupils' behaviour and attitudes towards learning are good. They try hard and benefit from positive relationships with their teachers.
- Pupils' spiritual, moral, social and cultural development is a strength, as is their understanding of British values and the importance of democracy.
- The quality of education in the early years is good. Effective leadership and teaching enable children to make good progress. The achievement of boys has improved.
- The most able pupils make good progress, but in mathematics they are not provided with work that challenges them sufficiently.
- Reading is well taught but mistakes made by some of the youngest pupils are sometimes not corrected quickly enough.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Urgently address the weaknesses in safeguarding by reviewing current procedures and implementing strategies to ensure that any concerns about pupils' welfare are acted on appropriately and promptly.
- Ensure that safeguarding training meets statutory requirements, is up to date and that a record is kept to show that all staff are fully and regularly trained. Quickly improve governors' oversight of safeguarding systems by making sure they thoroughly monitor leaders' arrangements for reporting, recording and referring concerns, both within school and when necessary to appropriate authorities.
- Improve the quality of teaching in mathematics so that the most able pupils reach the highest expected levels of development by making sure that:
  - mathematics work supports pupils to apply their knowledge and skills to the highest-level work more quickly, as soon as they have shown they have sufficient understanding to move on.
- Improve the quality of phonics teaching in key stage 1 by making sure that pupils who do not pronounce the sound of letters accurately are helped to do so quickly.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders have not secured a culture where safeguarding is effective because there has been a systemic failure to ensure that systems and procedures work effectively. Leaders and governors have therefore not fulfilled their duty to safeguard pupils who attend the school; as a result, leadership and management are inadequate.
- During a period of significant changes in school leadership, there has been a laxity in arrangements for safeguarding children and for promoting their welfare. Procedures for reporting and recording concerns about children, within school, are not followed effectively. In some cases the reporting of concerns has been slow, and in others the referral of concerns to the appropriate authorities outside of school has been ineffective.
- Management of information about safeguarding issues or concerns about children's welfare is not thorough. Some communications with parents, carers and the appropriate authorities are not recorded effectively. This means that leaders are unable to check back on what has been done since a concern was first raised.
- Mandatory training for staff and leaders has either not been completed or has not been managed properly. At the time of the inspection, arrangements for verifying the identity checks for applicants for posts at the school were not sufficiently robust.
- Leaders have demonstrated many strengths in other areas of their work since the previous inspection. There have been significant changes in staff, and the school has had three interim headteachers during this time. The current headteacher, governors, and all staff have been united in their work to achieve a higher standard of teaching. They have also brought about good academic progress and personal development for all pupils. These areas of the school's performance are securely good and staff agree that they are well led in their work.
- Leaders and governors have an accurate and effective understanding of most areas of the school's work. Consequently, they are able to set challenging but realistic targets for continuing the improvements already seen, and school planning is effective. There are clear and timely arrangements for checking on the progress of improvement work. Leaders at all levels are held to account for their own performance and that of those who they lead.
- The development of subject leaders is a significant strength of the school's work. They have developed high-quality teaching across the different subjects and their contribution to setting targets, organising assessment arrangements and supporting pupils' personal development is highly effective.
- Arrangements for improving the quality of teaching are effective. Leaders and governors hold accurate views about the strengths of teaching and use this knowledge to offer successful training and development to all teachers regardless of their experience. Leaders visit lessons, study pupils' work and discuss assessment information in order to ensure a balanced view of teaching and of what needs to improve. Professional development for all teachers is effective.
- Performance management arrangements are rigorous. Teachers' targets take account of the progress pupils need to make and are linked closely to the main improvement plan. When deciding on salary progression, leaders and governors make sure the

evidence to support awards is robust and all decisions are subject to careful assessment.

- Target-setting arrangements to support pupils' progress are effective, and leaders set high expectations for the standards all pupils should reach. Targets are challenging but realistic for pupils of different abilities, and leaders and teachers meet regularly to discuss progress and support those who might be falling behind. Teachers are offered an effective balance of support, trust and challenge by leaders and this contributes to their successful work.
- The school's use of additional funding to support disadvantaged pupils is effective and has helped improve the progress they make compared to other pupils nationally. Pupils are provided with a wide range of support including individual tuition, additional support in lessons, helpful resources and good extra-curricular opportunities.
- Significant improvements have been made to the curriculum since the previous inspection. The school now offers a wide range of high-quality learning experiences across different subjects and this secures the achievement of all pupils. Major improvements have been made to subject planning in English, mathematics, the arts, humanities, languages, computer technology and sciences. As a result, pupils are able to develop their knowledge and understanding with greater skill and depth. These improvements support pupils' literacy, numeracy and communication skills. An effective programme of assemblies and trips supports pupils' appreciation of new experiences and contributes to their personal development.
- Leaders have worked closely with other local schools to share effective assessment practice and to continue to improve the development of subject teaching. As a result of these arrangements, the school has been particularly effective in the development of its science curriculum. This work has been recognised through a nationally recognised subject award.
- The local authority has accurately assessed the school in most areas of its work and has given valuable advice to different leaders and governors. Advisers have provided a careful balance of support and challenge to the school, and their recommendations have contributed to its improvement.
- Additional funding to support the improvement of sports education and pupils' participation in competitive sports is used very well. Teachers have been trained effectively to improve the teaching of sports to competitive level and they are assisted by skilful coaches who are sponsored by the government's 'Sporting Future' strategy and by a local cricket association. As a result of this effective work, the numbers of pupils involved in competitive sports have risen significantly and there are now nine different clubs in the school, most of which compete in local leagues.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are able to explain the values of their school and its 'golden rules' because of the consistent example set by teachers, effective assemblies, and the strength of the curriculum. Consequently, pupils are respectful to one another and committed to succeeding in learning in all their different subjects and extra-curricular activities. Their development also makes them aware of the different cultures within their country and they learn to respect them.
- A very large majority of parents support the improvements that leaders and governors have made since the previous inspection.

## Governance of the school

- Governors have not fulfilled their statutory duty to ensure that the school takes suitable steps to safeguard its pupils. They have not been aware of some of the failures of procedures to safeguard children, although they have made recommendations for the improvement of recruitment and staff training. In other areas relating to safeguarding, governors know how to raise concerns within school and with the local authority and are trained to protect children from extremism and radicalisation.
- In other areas of their work, governors have significantly improved in their role as leaders since the previous inspection. They are highly committed, suitably trained and well qualified for their work. They know the school well owing to regular attendance at meetings, close involvement in the monitoring of improvement work and links to different departments. As a result, they have been able to hold leaders to account for the school's performance more effectively than was the case in the past.
- Governors ensure that the school's finances are used well and they have worked constructively with the headteacher and local authority auditors to ensure effective performance in this area. They make sure that all teachers' pay awards are carefully linked to high-quality teaching and good progress, and require secure evidence of both before an increase is made. Equally, governors have successfully held leaders to account over the ways in which they use additional funding to help disadvantaged pupils make good progress.

## Safeguarding

- The arrangements for safeguarding are not effective.
- At the time of the inspection, not all leaders and staff were suitably trained to fulfil their safeguarding roles. The training accreditation of some leaders had lapsed and a number of staff had not received basic mandatory training for safeguarding.
- Reporting and recording arrangements for concerns about safeguarding are not managed properly within school and, in some cases, have not been acted on quickly enough. In others, they have not been referred to the appropriate authorities outside school. Record-keeping is not accurate and the management of information about children's welfare, including the actions taken to ensure children are safe, is weak.
- Procedures for checking on the suitability of visitors to enter the school are effective. The school's single central record of checks on staff suitability to work with children is complete.

## Quality of teaching, learning and assessment

**Good**

- There have been significant staffing changes at the school since the previous inspection, but despite this, teaching has remained effective. Teaching is organised very well. Teachers assess pupils effectively and make good use of their subject knowledge to plan work which is both challenging and engaging for all pupils. As a result, pupils are making good progress in the early years, at key stage 1 and also in key stage 2.
- Relationships between teachers and pupils are very positive at all times. Teachers communicate an enthusiasm for learning and provide demanding but interesting work. As a result, pupils work hard and are increasingly confident in their ability to succeed.

- Teachers ensure that work and activities support pupils of different abilities to learn well. This was seen in a Year 6 writing lesson about authors' use of language for different purposes. The teacher provided suitably difficult sentence and paragraph work for the most able pupils, as well as for the rest of the class. As a result, pupils of all abilities were successful in making highly effective use of their knowledge about sentence structure, adverbs and imagery when writing to influence the reader's mood and interest in a story.
- Questioning is used very well, to check on pupils' understanding and to challenge them to use their knowledge. One example of this was seen in a Year 4 grammar lesson. Effective questioning by the teacher ensured pupils' knowledge of conjunctions and clauses was shared across the class. As a result, pupils were able to use conjunctions to structure their writing more effectively and explain the differences between types of clauses.
- Writing is taught very well. Since the previous inspection, teaching has focused on the improvement of handwriting and extending pupils' writing skills. As a result, pupils of all ages offer well-presented written pieces and can write with purpose across many subjects. Writing is promoted very well in science, art and humanities.
- Pupils are taught to read effectively and are provided with interesting books which are sufficiently demanding. They demonstrate a clear understanding of the texts they are reading, and can summarise the plot or describe leading characters. They are also able to infer what writers mean when they represent characters in different ways. Pupils read regularly in school and are supported to read at home.
- Mathematics is taught well. Teachers ensure that younger pupils secure their knowledge of number rules, bonds, tables and patterns and then help them to use this knowledge with greater confidence and fluency. Older pupils are supported to develop their calculation skills with greater efficiency and to apply them to problem-solving activities and more challenging concepts.
- Since the previous inspection, teaching has improved significantly in a large number of subjects. These include history, geography, religious education, art, design and technology, physical education, computer technology and sciences. Teachers' subject knowledge is well developed in these areas, and the teaching of subject skills is given a high priority, as is pupils' acquisition of knowledge.
- Teaching assistants are used effectively in most classes. They receive effective professional development and work closely with teachers to ensure that the pupils they support are learning well. They have an accurate understanding of pupils' needs because teachers share assessment and planning information with them. They are skilled in checking on pupils' understanding and questioning in order to help them tackle any difficulties. As a result, the pupils they support, including those who have special educational needs and/or disabilities, are able to learn well.
- Although their progress is generally good, some of the most able pupils do not achieve as well as they could in mathematics. This is because some of the work they are set does not stretch them to apply their knowledge and skills thoroughly. Time is not used well, and they sometimes complete large amounts of relatively easier work before moving on to problems and questions which are sufficiently difficult for them.
- In the early years and key stage 1, a small number of pupils sometimes repeat mistakes in their learning of phonics during reading lessons. This is because checks on their understanding are not sufficiently thorough.

**Personal development and welfare**

- The school's promotion of pupils' welfare is inadequate because it has failed to fulfil its statutory duty to safeguard the children who attend and to take all measures to protect them. Arrangements for responding to safeguarding concerns about some children have not been effective and, as a result, they have been put at risk.
- In other areas, there are clear strengths in the personal development of pupils.
- Pupils have a very clear understanding of the school's values, including 'curiosity, creativity and individuality' and the 'golden rules'. They are able to explain what they mean and why they are important in age-appropriate ways. This is because all adults provide consistent, positive encouragement to reflect on the values and the benefits they bring.
- Teachers offer positive encouragement in all lessons. As a result, pupils are confident and respect learning, even when work is difficult. They wish to succeed in all their subjects and many are especially proud of the improvements they have made to their handwriting.
- Pupils are highly aware of the benefits and potential risks of using the internet and accessing age-appropriate forms of communication technology. As a result, they are able to explain how to reduce risk by protecting their personal information, avoiding contact with strangers and not viewing inappropriate material online.
- Pupils are taught to identify what bullying is in its many different forms and they are unanimous that it would be tackled quickly if they reported it. They know it can happen but they feel it is very rare at their school.
- Pupils report that they feel safe in school and that adults and other pupils respect their physical space.
- Pupils serve their school well. They stand for election as members of the school council and also take on responsibilities as club leaders, team captains, and head boy and head girl. Pupils take council elections very seriously and can explain how laws are made in an age-appropriate way. They have a very high level of commitment to democratic decision-making in order to get things done. They reject ideas which are undemocratic and thoroughly value and respect differences of opinion.
- Pupils are well prepared for living in modern Britain. As a result, they are respectful of people who may be different from them in terms of beliefs or religion. They are also knowledgeable about, and respectful towards, other cultures within Britain.
- Pupils are supported to follow a healthy lifestyle. They are provided with very healthy meals, and larger numbers now participate in competitive sports and physical exercise than in the past.
- A very small number of parents do not agree that the school tackles bullying effectively. Inspectors did not find evidence to support this view.

**Behaviour**

- The behaviour of pupils is good.
- Although there have been significant changes in staffing, all staff and governors provide high expectations about behaviour, and pupils are always given positive encouragement to respect each other and the adult members of the school community.

As a result, pupils are extremely courteous, well behaved and friendly.

- Pupils enjoy school. They show good attitudes in lessons and work hard. They listen considerately to each other, cooperate positively and give respect to their teachers when they are explaining activities or new knowledge. Pupils find their work interesting and are proud of their achievements. For example, in Year 6 English lessons, pupils were very eager to show their written work to inspectors and explain how much their handwriting had improved.
- Pupils' conduct is consistently good around the school and at different times of the day. They move between classrooms sensibly and safely and their behaviour during breaktime is also good. At lunchtimes, they are very polite to support staff and show good manners when they eat their food.
- Attendance is higher than average and persistent absence is extremely rare. Parents and carers value education and work well with the school to make sure their children attend regularly and punctually.
- There have been very few exclusions in recent years and none in the current year.
- A very large majority of parents agree that behaviour is good and well managed at the school. A very small number believe that the behaviour policy is not applied consistently. However, inspectors did not find evidence to support this view.

## Outcomes for pupils

**Good**

- Pupils make good progress in the different year groups and key stages of the school, and across a wide range of subjects. Their knowledge and skills are securely developed in mathematics, reading, writing, sciences, arts, humanities, languages, physical education and computer technology. There are no major differences in the progress of different groups of pupils and there has been an important improvement in handwriting.
- Children in the early years are supported to make a good start to school. Most children currently in the school joined with knowledge and skills typical for their age or better, although some of them had slightly lower starting points in writing. Boys are now achieving as well as girls in the early years and are currently making good progress. The school's accurate assessment records indicate that the very large majority of children are developing well, and will exceed the summer 2016 result of 80% of children reaching a good level of development.
- In recent years, the proportions of Year 1 pupils achieving the expected standard in phonics have been above national average. In 2016, 94% of pupils achieved the standard, which was significantly above average. Teaching is effective, and the great majority of pupils use their phonics knowledge with accuracy and confidence. Pupils in current Year 1 are continuing to make good progress. Evidence from visits to lessons and the school's assessment records show that there are no significant gaps between different groups of pupils.
- The progress of pupils currently in key stage 1 is good. Standards rose quickly between 2014 and 2015 and were significantly above average. This represented good progress from their starting points in the early years for both girls and boys. Improvement continued in 2016. Current work and assessments show that pupils in Year 1 and Year 2 are making good progress and standards are above average.

- The progress of pupils currently in key stage 2 is also good. In 2014 and 2015, standards at the end of Year 6 were significantly above average in reading, writing and mathematics, representing overall good progress from pupils' different starting points. In 2016, overall results continued to be positive. The school's assessment information and current work for pupils in Year 3 to Year 6 show that they are making good progress, and standards are at least average in all year groups. However, pupils' work shows that some of the most able pupils are not achieving the highest levels of knowledge and skills in mathematics.
- There are few disadvantaged pupils currently at the school. Assessment records and analysis of the quality of their work shows that they are making good progress from their individual starting points. They are writing as well as other pupils with similar starting points, and in mathematics their progress is now good because of their ability to apply their calculation skills to more difficult work. This represents an important improvement on past results, both at key stage 1 and key stage 2.
- Pupils who have special educational needs and/or disabilities are making good progress when compared with other pupils with similar starting points. This is because they are assessed accurately and the teaching and support they receive are well organised to help them achieve well in lessons.
- The most able pupils are making good progress. In recent years, they have achieved higher than expected standards for their age and have made progress which is similar to that of others nationally with the same starting points. They are making their best progress in literacy, communication and reading, and in subjects which help them develop their written skills. While their progress is also good in mathematics, they sometimes spend too long on work which does not challenge them to apply their knowledge and develop their skills as thoroughly as they could.
- Pupils who have started in different key stages with lower attainment, and who need to catch up, are identified and given effective help in reading, writing and mathematics. As a result, those currently in the school are making good progress and their attainment is rising.

## Early years provision

**Good**

- Although the school's failures to meet some of the core safeguarding requirements include the early years, children are well supervised. The early years environment is tidy, safe and well organised. Equipment is stored correctly and there are attractive displays of children's work. Staff are vigilant and pay close attention to children's well-being and safety.
- Good leadership of provision is making sure that children make good progress in all areas of learning. The school's accurate assessment information shows that children enter the Nursery and Reception Year with knowledge and skills typical for their age, although boys' writing skills are less well developed, and in the past this has affected their development. However, teaching is planned effectively to take account of this, and boys' overall achievement is now almost as effective as that of the girls. As a result, children are very well prepared for key stage 1.
- Assessment arrangements are accurate for both Nursery and from the beginning of the Reception Year. Parents are closely involved in this work and teachers take account of a range of tests and observations to settle the children in quickly and set high

expectations for their progress. Parents report their confidence in these arrangements and speak highly of the care provided to their children.

- The learning environments within classrooms and outdoors offer rich and interesting learning opportunities to engage the children. They are helped to be creative, imaginative and thoughtful in their play and academic work. Teaching is carefully organised to help them learn continually. An example of this was the way in which early counting work in normal classroom activities is arranged to continue in different ways through physical education and forest-zone activities.
- Monitoring of children's learning is highly effective, and teachers and teaching assistants quickly adjust their activities and work in order to make sure weaknesses are addressed. For example, boys have been supported to improve their motor skills and early handwriting and as a result are making very good progress.
- Children show very positive attitudes towards learning. They are confident in using their early phonics knowledge and they enjoy counting games, finding patterns and using numbers for a purpose. However, there are occasions in phonics lessons when some of the children repeat mistakes without correction when sounding letters.
- Children's conduct is also very positive. They work well with each other and have been taught to share, be sensible and help one another. All staff set very high expectations for good behaviour and relationships.
- Communication with parents is effective and parents report their full confidence in the quality of education provided.

## School details

Unique reference number	117380
Local authority	Hertfordshire
Inspection number	10019602

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Mrs Ali Mansfield
Headteacher	Ms Tina Jarman
Telephone number	01279 757 193
Website	<a href="http://www.manorfields.herts.sch.uk/">www.manorfields.herts.sch.uk/</a>
Email address	<a href="mailto:office@manorfields.herts.sch.uk">office@manorfields.herts.sch.uk</a>
Date of previous inspection	17–18 October 2014

## Information about this school

- Manor Fields Primary School is larger than the average primary school.
- The very large majority of the pupils are of White British heritage and speak English as a first language.
- The number of pupils supported through the pupil premium is below average.
- The proportion of pupils who have special educational needs and/or disabilities is below average, and the proportion supported by a statement of special educational needs or an education, health and care plan is also below average.
- There have been significant changes to staffing since the previous inspection in key stage 1 and key stage 2, at both teaching and leadership level. At the time of this inspection, the headteacher had been in post for just over one academic year. Prior to her appointment, the school had two substantive headteachers and three interim appointments between 2013 and 2015.
- At the time of the inspection, the school's website was undergoing improvement work. However, all documents which ought to be published on it were available when

requested by inspectors. The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspection gathered evidence from 23 lessons covering all classes within the school, two of which were visited jointly with the headteacher.
- The inspectors looked at a wide range of school documents, including its self-evaluation records, improvement plans, curriculum information, checks on the quality of teaching, details of governors' work, performance management arrangements and attendance records.
- The inspectors looked closely at the school's procedures, policies and records for the safeguarding of children. The contents were discussed with the headteacher, deputy headteacher, local authority advisers and governing body.
- The inspectors met with teachers to discuss lessons visited and the training they receive within school.
- The inspectors looked at work from each year group and listened to children read. The school's records for pupils' assessment and progress were also looked at.
- Meetings were held with various teachers and support staff, the headteacher, subject leaders, members of the governing body, and a local authority adviser.
- Other meetings were held to discuss the progress of children, the improvement of the school since its previous inspection and the quality of teaching.
- Meetings were held with the school council and pupils from key stage 1 and key stage 2, to discuss their experiences at the school.
- The inspectors also attended assembly and observed pupils when they dined in the lunch-hall.
- Inspectors met with parents at the start of the school day. They took account of 91 responses to the online questionnaire, Parent View, and parents' written comments. There were no questionnaires completed by staff.

## Inspection team

David Turner, lead inspector	Ofsted Inspector
Christine Redpath	Ofsted Inspector
Jane Dooley	Ofsted Inspector

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