

# Kirk Hammerton Church of England Primary School

St John's Grove, Kirk Hammerton, York, North Yorkshire YO26 8DE

## Inspection dates

13–14 April 2016

## Overall effectiveness

**Requires improvement**

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching is not consistently good. Leaders have only recently ensured that teachers have clear guidance about how to improve their methods and approaches.
- Leaders and managers have not acted swiftly enough to effect improvement and so outcomes for pupils are not always as they should be.
- Pupils' achievement has improved but progress is variable and still requires improvement. This is directly linked to inconsistencies in the quality of teaching.
- On occasions, teachers do not always make effective use of assessment information. They do not plan work precisely enough to accelerate pupils' progress. Previous leaders have not provided a clear marking and feedback policy. As a result, pupils receive insufficient guidance about how to improve their work.
- Middle leaders have not contributed effectively to school improvement in their areas of responsibility.
- Pupils are not given enough opportunities to write at length in key stage 1 or to improve their skills in spelling, punctuation and grammar in key stage 2.
- The school's wider curriculum is not planned well. Pupils' skills, knowledge and understanding in subjects other than English and mathematics are not suitably developed.
- Some pupils do not take pride in their work and it is poorly presented.
- Pupils are not prepared well for life in modern Britain. Pupils do not learn enough about Britain's rich cultural heritage and diversity of lifestyles.

### The school has the following strengths

- Strong leadership from the interim executive headteacher is setting a clear course towards rapid improvement.
- Outstanding teaching in the Reception class ensures that children make great strides in their learning at the start of their school life.
- Attendance is above average for all groups. Very few pupils miss time at school.
- Pupils enter school with a spring in their step and a smile on their faces because they feel very safe and enjoy their learning.
- Good attitudes to learning, excellent conduct, plus respectful and caring relationships are the hallmark of pupils in this school.

## Full report

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

- Improve the quality of leadership and management by:
  - increasing the skills of middle leaders, including subject coordinators, to drive the improvement of pupils' outcomes
  - implementing a marking and feedback policy and ensuring that all teachers follow it consistently so that pupils know how to improve their work and can learn from their mistakes
  - embedding changes to the curriculum so that planning and teaching in subjects other than English and mathematics are robust and pupils make good progress
  - ensuring pupils' experience of life in modern Britain and understanding of British values are extended to reflect its richness and diversity more fully, including through the curriculum and the resources pupils use.
  
- Enhance teaching, learning and assessment so that they are consistently good or better and result in improved outcomes for pupils by:
  - ensuring that teachers in key stage 1 help pupils to transfer their basic writing skills to sustained and extended pieces of writing and allocating pupils enough time and freedom to become creative writers
  - seizing every opportunity to enhance pupils' writing across a wide range of subjects
  - strengthening teachers' use of assessment so that they can plan work that is suitably challenging for all groups of pupils
  - increasing teachers' expectations for well-presented work.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Until recently, senior leaders' efforts to establish consistently good teaching were hampered by frequent leadership and staff changes.
- Since his appointment in January 2016, an inspirational interim executive headteacher leads the school exceptionally well. He is an excellent role model for staff and pupils and sets the tone for respectful relationships, pride in the school and a love of learning. He has the confidence and trust of everyone within the Kirk Hammerton community. Consequently, pupils are happy, staff morale is high and parents are overwhelmingly positive about the school's work.
- He has correctly identified the school's strengths and flaws and his evaluation of the school is extremely honest and accurate. The systems to check on teaching and pupils' achievement are now rigorous and effective. Weaker teaching is tackled rigorously through coaching and support, and clear targets for improvement are helpful to all teachers in improving their practice.
- Linked well to this analysis, a practical plan with ambitious timescales sets out clearly the work that leaders and staff need to do. The work detailed in the plan is on track, but much remains to be accomplished to ensure that pupils' slow progress has been fully tackled.
- The impact of other leaders in driving improvement across the school requires improvement. Middle leaders, including the leaders of literacy and numeracy, are based at the partner school. Until very recently, they had very little influence on improving teaching and learning. This was partly due to their recent appointment, their part-time roles in their own school, and a lack of time allocated to allow them to fulfil their leadership roles and responsibilities. It was also because previous leaders had not done enough to ensure that middle leaders were contributing to school improvement at Kirk Hammerton. The current interim executive headteacher dealt with this immediately. Middle leaders have now visited the school. They have already introduced assessment tools such as mathematics learning ladders and writing jigsaws to support teachers in their assessment of pupils' work and in planning accurately for all ability groups.
- Leaders have not ensured that a marking and feedback policy is in place. As a result, the quality of marking is still too variable and reflects teachers' varying expectations of their pupils. Limited advice means that pupils sometimes do not recognise their errors, or correct them in order to improve their work.
- The leadership of the special educational needs coordinator (SENCo) is at a very early stage of development, as the SENCo has only been in post for a term. The SENCo has reviewed the specific needs of all pupils who require additional support or intervention to learn well, and has plans to monitor their progress closely with relevant targets and support.
- The school does not receive any additional government funding to help disadvantaged pupils but equality of opportunity is promoted well. The school is harmonious and inclusive. Everyone is welcomed.
- The physical education (PE) and sports premium funding for primary schools is used well to provide high-quality teaching and coaching in lessons and a very limited range of extra-curricular activities. Competitive team games are extremely difficult to organise with such small numbers of pupils (often fewer than five pupils in each year group).
- The curriculum has been designed thoughtfully to meet the learning needs of pupils in English and mathematics. However, leadership of the wider curriculum is not well organised and pupils' books show the full range of national curriculum subjects is not covered comprehensively or systematically. As a result, pupils do not progressively develop their skills, knowledge and understanding in other subjects, for example the development of investigative skills in science and chronology in history.
- Major festivals such as Diwali and Chinese New Year are marked. However, the varied cultures of modern Britain are not well represented in the curriculum, nor in the resources pupils use, for example in the library or in displays around the school. This limits pupils' cultural development. In addition, British values of democracy and liberty are not well represented in pupils' work.
- Good use is made of visits outside school to enhance pupils' learning. For example, pupils in key stage 1 were able to gain an insight into the life of Victorians at Beningbrough Hall, and in key stage 2, pupils visited the Egyptian Museum in their work on ancient cultures. There are, however, very few extra-curricular activities to enhance the curriculum.

- Pupils' spiritual, moral and social understanding is developed through different subjects, building on the firm foundations of the Christian character of the school. Teachers use the school's rural setting well to provide opportunities for pupils to wonder at the beauty of nature, for example by listening intently in the 'prayer garden' or observing seasonal changes. All the adults in school model firm attitudes of courtesy and respect. This sets high expectations to which most pupils respond well, and ensures that all pupils are treated equally. Pupils are taught well about right and wrong, and have valuable opportunities to reflect on the consequences of their actions if mistakes are made. Reflective assemblies ensure that pupils are aware of modern issues and consider others who are facing challenging times.
  - Relationships with parents are positive. The school's own parental questionnaire and Parent View indicate very high levels of satisfaction with every aspect of school. Nothing to dispute this positive picture came to light when talking to parents during the inspection. Communication is effective, including the information parents receive on their child's progress.
  - The local authority has been aware of the difficulties the school has faced in recent years. It has recently offered significant support, including securing the services of the interim headteacher. There is a continued drive to establish school-to-school support across a cluster of local schools so that this network can be a useful tool in sharing good practice and pooling resources to tackle common issues.
- **The governance of the school**
- Governors are only now beginning to focus more acutely on teaching and learning. Until recently, they were not well informed overall about teaching or pupils' achievement. Furthermore, until January, the school's improvement plans did not set out clearly how governors would check the impact of leaders' actions on pupils' achievement.
  - However, members of the governing body have been re-energised by recent changes, using this as an opportunity to rethink their role and the contribution they make to school life. They work well as a group, auditing their collective skills, attending training to make up for any shortfalls and ensuring the expertise of each member is used to best effect.
  - Governors now have a good understanding of the school's strengths and weaknesses because they frequently review school data, visit school, talk to pupils and teachers and receive honest and accurate information from the interim executive headteacher. They are not afraid to ask searching questions in order to gain an insight into pupils' achievement and well-being.
  - Governors now have a realistic view of teaching and are influential in making decisions about teachers' pay to ensure high-quality teaching is rewarded. They are alert to their statutory duties, including those around safeguarding, and ensuring these are met in full.
- The arrangements for safeguarding are effective. Clear systems, good record-keeping and frequent training for staff mean that everyone is aware of their responsibility to protect pupils from harm. Staff know the procedures and have the confidence to take their concerns to leaders if they spot any signs of abuse or neglect. Leaders are alert to potential risks, including those of radicalisation.

### **Quality of teaching, learning and assessment requires improvement**

- Over time, teaching has not been consistently good. Pupils' core skills, including those relating to writing, phonics and mathematics, have not been taught methodically. Teachers are now working together to organise pupils' learning systematically from Reception to the end of Year 6. There are early signs of success, but this substantial undertaking is in the early stages of development.
- All teachers follow the newly agreed whole-school approaches to teaching reading, writing and mathematics. As a result, pupils benefit from a more consistent approach as they move from class to class.
- The teaching of phonics (the sounds that letters represent) is now well organised. The work by teachers in Reception is also supporting pupils in Year 1 to catch up. However, in key stage 1, teaching is not closing the gaps in learning effectively enough and some pupils are not making sufficient progress to reach the standards expected of them in Year 2. Relevant training is being provided but these recent changes have yet to have a significant effect on pupils' progress.

- The teaching of mathematics in key stage 1 is lively and resources are used effectively but there is very little evidence of pupils applying their skills through reasoning and problem solving. Pupils' work indicates that their work is heavily focused on shape, calculation and number. In key stage 2, however, pupils are provided with good opportunities to master mathematical skills, for example by applying these to solve mathematical problems or conduct investigations. For example, two pupils were discussing the problem  $30,005 = ? + 191,118$  and correctly determined that the only way to solve the problem was by using a negative number, and then they determined how to find that number. The most-able pupils are challenged well in key stage 2.
- Until recently, teachers have not made sufficient demands on pupils, particularly in key stage 1.
- Without exception, teachers and other adults are highly skilled in ensuring that every classroom is a calm haven. Excellent relationships, based on mutual respect and good humour, foster pupils' desire to please their teachers.
- Teachers regularly model new learning well so that pupils have examples to help them along the way. They give clear instructions so that pupils know what they need to do. On occasions, they offer too much guidance and this reduces the opportunities for pupils to work independently.
- The quality of teachers' questioning requires improvement. Teachers do not ask sufficiently probing questions to deepen pupils' understanding. They often ask questions that require the briefest of answers and too often they give the answers themselves. This reduces pupils' opportunities to think for themselves.
- The teaching of writing requires improvement. The teacher adapts the content so that it suits the learning stage of pupils; however, this planning is not always accurate enough. On occasions, the teacher misses opportunities to deepen learning or pick up on any misunderstandings. There are limited chances for pupils to write at length and use skills of spelling and punctuation. This prevents some pupils from thinking for themselves or having an opportunity to learn from their mistakes. It stops the most able from becoming accomplished writers.
- Teachers have been provided with insufficient guidance about what constitutes good-quality marking. Throughout both key stages, progress in writing is held back because marking, although regular and consistent, does not give sufficient advice in relation to how pupils can take the next steps in their learning. This reflects an area for improvement given in the previous inspection and it has not been effectively dealt with.
- Teachers are now assessing pupils' progress more reliably, using methods developed and tested in partnership with colleagues in their federated school. However, this is at an early stage of development. There are still times when teachers do not consistently plan for pupils' next steps in learning well enough. For example, children in Reception confidently know shapes such as octagons and pentagons, yet pupils in Year 1 cut and paste triangles, circles and squares onto a grid.
- There are very few children identified as having special educational needs but a very small number of pupils do not achieve as well as others in their year group. On a small number of occasions, teachers set work that is not challenging enough for the lower attaining pupils.
- Teaching assistant support is effective because teachers provide increasingly detailed guidance. During lessons, for example, support staff speak clearly with pupils and show a competent grasp of what pupils are expected to learn. This helps pupils needing support with their concentration, allowing individuals and the class to continue learning.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils know that they are valued members of the school community. Their personal development is successful because pupils' time at school ensures that they develop into well-balanced youngsters who can work as part of a team, accept the views of their classmates and take feedback about their work on board. They have excellent manners and positive attitudes to learning. For example, they are prepared to keep going even when they do not get it right first time. This is setting them up very well for future success in their adult life. They are keen to make a contribution to the school and have initiated conversations with the interim headteacher to create teams to be responsible for charities and fundraising, green issues, lunchtimes and learning. Their approach to such additional responsibilities is serious and mature.

- Pupils respond well in lessons to teachers' praise and encouragement. They are keen to answer questions and read out their work, which they do confidently. However, some pupils do not show enough pride in their presentation. Their work is often untidy and poorly presented.
- The school's very strong spiritual, moral and social work has instilled within the pupils a real sense of emotional security. Pupils genuinely care about each other and feel part of a large family. Respect, tolerance and empathy touch every aspect of school life. Consequently, pupils treat each other well. Pupils are adamant that bullying is a rarity; their views are backed up by school records which show that any form of bullying is an exceptional occurrence. Pupils have utmost confidence in adults, who take swift and meaningful action to tackle any cause of unhappiness.
- The school has ensured that the pupils know how to keep themselves safe. Information about how to use the internet safely is part of the school's curriculum. Pupils say that they feel safe in school and that they know whom to go to if they have a problem.
- Every parent who replied to the online Parent View questionnaire agreed that their child is happy and that children are kept safe in school.

### Behaviour

- The behaviour of pupils is outstanding.
- Smartly dressed pupils move around the school in an orderly fashion, showing courtesy and excellent manners to each other and visitors. They are delightful. The pride that staff, parents and governors have in the pupils of Kirk Hammerton is not misplaced.
- Pupils behave exceptionally well at all times. This is true of the very youngest children, who follow instructions and happily work with others, to the oldest pupils, who proudly act as role models.
- Learning is rarely disrupted by poor or inattentive behaviour. School records confirm that pupils were not acting out of character during the inspection. Their excellent attitudes and respectful behaviour are a feature of school life day after day. The key to pupils' remarkable attitudes and conduct is twofold. Respect and tolerance underpin everything that happens in school and adults equip pupils with the skills to manage their own behaviour. As a result, school is calm and friendly at all times and adults rarely need to intervene to remind pupils how to behave.
- Pupils are proud of their school. They are keen to show off all that they hold dear. They have no complaints about the way they are treated or their learning. Their courteous behaviour does not falter when they come across visitors or lunchtime staff, or when they work with teachers and teaching assistants.
- Attendance continues to be above the national average for primary schools. Similarly, the rate of persistent absence compares favourably with the national rate. Pupils enjoy coming to school and arrive with a spring in their step.

### Outcomes for pupils

### require improvement

- Bearing in mind their typical starting points on joining the school, not all pupils over time have made consistently good progress. This means that they do not always achieve the standards they are capable of, particularly in writing. Recent improvements in teaching mean that this is now beginning to change.
- In the current Year 6, most pupils are making expected progress and are on track to attain nationally expected standards at age 11 in all three subjects. However, very few are making better than expected progress. Pupils are adequately prepared for the next stage of education at secondary school.
- Pupils in Years 3, 4 and 5 are making similarly expected progress.
- In the Years 1 and 2 class, gaps remain in pupils' knowledge and skills resulting from inconsistencies in teaching. Work in pupils' books shows that pupils' progress and their attitudes to learning have improved significantly since January. However, a significant proportion of pupils are not on track to achieve the standards expected for their age. Some pupils continue to produce inferior work. Pupils in Year 1 and Year 2 do not make consistently good progress in writing and mathematics because the work is not planned precisely enough to build on their prior learning.
- In phonics, a higher proportion of Year 1 pupils are now on track to achieve the expected standard in the national phonics screening activity than in the previous school year.
- Most pupils make good progress in reading. Average and higher ability pupils in key stage 1 have the skills they need to confidently decode new words and read more challenging texts, and in key stage 2, most pupils are confident and fluent readers. Lower ability readers are not improving quickly enough.

- Over time, pupils' achievements at age 11 in writing have trailed those in reading and mathematics. Pupils still achieve lower standards and make slower progress in writing than in other subjects. Pupils' presentation and handwriting skills are poor and they are unclear about how to improve their efforts and what they need to do next to achieve success.
- The most-able pupils achieve well in key stage 2 due to the challenge they receive and their very positive attitudes to learning. In key stage 1, the most-able pupils are sometimes made to think very deeply and make good progress, but this is not always the case.

## Early years provision

## is outstanding

- Outstanding teaching and high expectations of the early years team ensure that all children make rapid progress in the Reception Year.
- Close links have been forged with the adjoining nursery. As a result, children and parents are quickly and seamlessly introduced to the Reception class setting and directed to a range of support that enhances their learning at school.
- The school's precise assessment data and inspection evidence show that children make outstanding progress from their starting points. There is a wide range of ability on entry to the Reception class, with high-ability children and a small number of children of lower ability. It is best described as a broadly average group.
- The proportion of children who left Reception with a good level of development rose to be above the national average in 2015 and all evidence shows that this proportion is likely to rise again this year to be well above the national average. Owing to the firm foundations put in place, children leave the early years well prepared to build upon their successes as they enter key stage 1.
- The teachers' enthusiasm is contagious and children enjoy their learning. Every activity is very carefully planned to meet the needs of all children, whatever their level of ability. For example, children enjoyed telling the inspector about 'Eric the Elf' and his search for a love potion. Adults model language skills very effectively and children's speech and language skills are developed well. This was seen to great effect when a teacher asked a child to describe his picture of a space station and talk about (and count) the meteorites he had drawn.
- A love of reading is effectively promoted from the moment children start school. Children are encouraged to look at books and read both at home and at school as often as possible.
- A very positive feature of the work seen showed how children had considered Kenya as a contrasting country to England. The excellent linking of areas of learning saw children experiencing the story of 'Mamma Panya's Pancakes' and producing some stunning sunsets using a computer program.
- Teachers make the most of the environment and children's interests to develop learning. For example, one child wanted to know more about frogs because he had frogs in his garden pond. Children now know about the lifecycle of a frog with one child writing, 'the frog lays eggs called frog sporn'. Some of the most-able children are already writing two or three sentences which are largely punctuated well.
- Mathematical understanding is developed exceptionally well. Children devise graphs of fruits and the most able competently add and subtract two two-digit numbers.
- Well-established routines and high expectations ensure that throughout the Reception class, children's behaviour is exemplary. Children delight in being chosen as the weekly 'busy bee' to enjoy the responsibility of 'monitor' roles. A sense of purposeful calm and quiet exists throughout the provision that contributes strongly to even the youngest children maintaining their concentration and remaining focused on their learning.
- Children's health, safety and well-being are paramount. Conscientious staff ensure that children are very well supervised to ensure that they are safe. For example, children recognise when sand spills from the sand tray, and sweep up immediately to prevent others from falling. When planting their sunflower seeds, they know that they need to wash their hands very carefully to avoid germs. Safeguarding policies are fully adhered to and arrangements for reporting concerns are clear and understood by all.
- Parental involvement is a significant strength in the early years provision. Parents who spoke to inspectors state that communication is excellent and that they value the opportunities they are given in 'stay and play' sessions. Parents and school staff share successes and learning with each other through children's learning journals, helping to accelerate learning at home and school.
- The leadership in the early years provision is outstanding. Leaders know the strengths and weaknesses of the provision well, adapting and developing the provision in response to their self-evaluation. They are meticulous and uncompromising in shaping the curriculum and environment to achieve their aspirational goals.

## School details

<b>Unique reference number</b>	121572
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10002076

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Lawrie
<b>Headteacher</b>	Harry Wood (interim executive headteacher)
<b>Telephone number</b>	01423 330460
<b>Website</b>	<a href="http://www.kirkhammerton.n-yorks.sch.uk">www.kirkhammerton.n-yorks.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@kirkhammerton.n-yorks.sch.uk">admin@kirkhammerton.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	11 December 2013

## Information about this school

- With 45 pupils on roll, Kirk Hammerton Church of England Primary School is much smaller than the average primary school. The school is part of a 'soft federation' with Staveley Primary School. The two schools share an executive headteacher but each has its own governing body.
- There have been frequent changes in leadership over the past year. The current interim headteacher is the third leader in the past year.
- The governors have appointed a permanent headteacher who begins her role in September 2016.
- Children in the early years provision are taught in one Reception class, pupils from Year 1 and Year 2 are taught in another class, and pupils in Years 3, 4, 5 and 6 are taught in a third class. Pupils attend the Reception Year full time.
- No pupils have been identified as having special educational needs or disability.
- All pupils are of White British heritage and no pupils speak English as an additional language.
- There are no pupils who are known to be eligible for the pupil premium. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school's website meets requirements.

## Information about this inspection

- The inspector observed teaching in all the classes, heard pupils read and looked at pupils' work in their books and on display. He also attended an assembly.
- Meetings and discussions were held with the interim executive headteacher, members of the governing body and representatives from the local authority and diocese.
- The inspector met with a group of pupils, observed playtime, lunchtime, and breakfast and after-school clubs and talked with pupils and staff around the school.
- The inspector talked with parents at the start of the day, and analysed the 36 responses to Ofsted's online questionnaire, Parent View.
- A range of documents was examined, including leaders' evaluations of the school's effectiveness and the school's improvement plans, documents on the school's website, governing body records and local authority reports.
- Checks were made of arrangements for keeping pupils safe and records of pupils' attendance and behaviour. The inspector scrutinised leaders' analysis of pupils' progress, and records of leaders' checks on teaching.

## Inspection team

Steve Bywater, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

