

# St Luke's CofE (VC) Primary School

Leek Road, Endon, Stoke-on-Trent, Staffordshire ST9 9EB

## Inspection dates

12–13 October 2016

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's determination to ensure that pupils have a strong say and involvement in the everyday life and development of the school is reflected in pupils' pride in the school. As a result, pupils become well-rounded individuals with an enthusiasm for learning.
- Leaders have taken robust action since the last inspection to address any teaching that did not meet their exacting standards. Consequently, teaching is consistently good across the school. However, leaders' systems for monitoring the effectiveness of all areas of the school's work are not yet sufficiently refined to allow for precise evaluations of their impact.
- Teachers know their pupils well and plan work that is interesting and allows the pupils to apply their skills in reading, writing and mathematics in other subjects. However, opportunities for pupils to write at length and to undertake mathematical problems are not sufficiently embedded. This limits the challenge for pupils, especially the most able. Teachers do not consistently identify errors in spelling in pupils' work and this allows for repetition of the mistakes.
- Children make a highly positive start in the Reception class when they start at school. They settle quickly into the school routines and make good progress across all areas of learning.
- The teaching of reading is particularly effective. Children are taught the core skills in phonics from when they first start in school and these are successfully built upon as pupils move through the school.
- Pupils understand and demonstrate through their good behaviour the core values that are at the heart of the school's work. They show care and consideration for each other. Pupils are not yet though provided with sufficient opportunities to develop a deep understanding of the beliefs and faiths of other people.
- Pupils have a good understanding of how to keep themselves safe and are confident that the school places a high priority on their safety and well-being.
- Governors are a strong force in driving improvement within the school. They provide challenge and support for school leaders and are knowledgeable about the school's performance.
- The needs of the small number of disadvantaged pupils, and pupils who have special educational needs and/or disabilities are well addressed within school. Consequently, these pupils make similar good progress to other pupils.

## Full report

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

- Continue to strengthen the quality of teaching, in order to further raise outcomes for pupils, especially the most able, by:
  - ensuring that teachers provide more opportunities for pupils to write independently and at length
  - providing more opportunities for pupils to apply their mathematical knowledge in problem-solving using reasoning
  - making sure that teachers identify and correct basic errors in spelling.
- Further improve the impact of leadership and management, by:
  - ensuring that systems for monitoring and evaluating the effectiveness of all aspects of the school's work are sufficiently robust and rigorous
  - providing pupils with more opportunities to deepen their understanding of wider society and the beliefs and faiths of others.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has established a clear vision for the school that is shared and supported by teachers and other staff. He places pupils' welfare, well-being and academic excellence at the heart of what the school does. He has provided a clear structure for how pupils should be taught but also has built teachers' confidence in their ability to be adventurous and innovative in their teaching. As a result, pupils are provided with exciting lessons that stimulate their interest in learning.
- Pupils are aware and appreciative of the increased opportunities that the headteacher has given them to influence the work of the school. They speak with pride of the fact that they have a voice in making important decisions about St Luke's Primary School. An example of this is seen in the core values of the school, the '5 Bs'. These values of 'be considerate, be determined, be positive, be honest and be the best you can be', were developed by the pupils, are known by them and are exemplified in their positive attitudes and relationships. Parents acknowledge and are appreciative of the impact that the headteacher has had on the school, as identified in the comment from a parent who wrote: 'The headteacher cultivates an environment in which all children are valued and celebrated and in which they take an appropriate level of responsibility for their own learning.'
- Leaders manage the performance of teachers effectively and have taken robust measures since the last inspection to address any teaching that has not been of a sufficiently high standard. Teachers are held to account for the progress that pupils make and their performance is reviewed regularly.
- School leaders developed and introduced a new system of assessing pupils' progress last year. This allows teachers to accurately measure the progress that pupils are making and to determine whether they are attaining in line with the school's expectations. Regular meetings are held between leaders and teachers to analyse the progress of individuals and groups of pupils and to then identify where additional support is required for any pupils who are falling behind or not making sufficient progress. While teachers work collaboratively together in school to check the accuracy of their assessments, school leaders recognise a need for and have plans in place to allow teachers to meet with staff from other schools, to ensure that expectations of pupils' outcomes are sufficiently demanding.
- Middle leaders in school have been effective in making improvements within their areas of responsibility. Examples of this include the introduction of a whole-school approach to the teaching of grammar, punctuation and the principles of spelling, and a clear policy on how pupils are taught core skills and knowledge in mathematics. These have resulted in improvements in outcomes within these areas.
- Leaders regularly monitor teaching and learning within classrooms and provide constructive feedback to teachers on strengths and where improvements can be made. However, the outcomes of monitoring of some aspects of the school's work are not sufficiently rigorous and this slows the pace of improvement in these areas. For example, while teachers follow the school's policy on how to provide feedback to pupils on their work, leaders have not checked that teachers are paying sufficient attention to identifying frequent errors by pupils in spellings in commonly used words, such as the

days of the week. This allows these errors to be repeated.

- School leaders have developed a curriculum that is relevant to the pupils and effectively meets the requirements of the national curriculum. Learning across subjects such as history and geography is planned through a series of topics and themes such as 'The Mighty Potters', 'Blood, Guts and Gory Bits' and 'Cool Planets'. All the topics are linked to a relevant book which the pupils read as part of their learning. Good opportunities have been built in to ensure that pupils can use their writing and mathematical skills in other subjects. The curriculum is very well enhanced through visits to places such as Liverpool Titanic Museum and the Gladstone Pottery Museum. Older pupils' sense of independence and adventure is well supported through an annual residential visit to an activity centre in Shropshire. This was described by one pupil as, 'the best week of my whole school life'.
- Opportunities for pupils to extend their learning through extra-curricular activities are strong in the school. During the inspection, pupils spoke enthusiastically about the cookery, reading, writing and code clubs. The range of sports clubs, including netball, football, rugby, cross-country and ju-jitsu are well attended by pupils.
- School leaders have ensured that the pupil premium is used well to maximise opportunities for the small number of disadvantaged pupils in school. Additional one-to-one support is provided where needed and funding is used to enable all pupils to take part in all the opportunities that the school offers. Leaders analyse the impact of the funding for these pupils but had not, before the inspection, made sure that this information was available on the school website.
- Leaders have made sure that the additional sports funding is used effectively. As well as enabling the school to increase the range of sporting activities that the pupils can participate in, leaders have also employed external sports coaches to work alongside teachers to increase their confidence and skills in teaching this aspect of the curriculum.
- The promotion of pupils' social and moral development is a strength within the school. Pupils have a clear understanding of what is right and wrong and recognise the impact that their actions can have on other people. Pupils have regular opportunities for reflection and worship that support the Christian ethos of the school. However, pupils' understanding of other faiths and cultures is not as well embedded. Leaders recognise this and have identified the need to broaden pupils' knowledge of and empathy for the diversity of beliefs that exist both within this country and across the world.
- Pupils demonstrate through their actions the values of respect and tolerance. They have an understanding of democracy through opportunities to be elected to take on posts of responsibility within school. Their understanding of how these values are an intrinsic part of the British way of life is not as yet sufficiently developed through their learning in school.

## **Governance of the school**

- Governors provide strong, challenging and supportive leadership within school.
- The governing body is well led by the chair, who has high expectations for all members of the school community. She, together with other governors, has been instrumental in identifying the style of leadership that was needed for the ongoing improvement of the school. Governors were determined to make the right appointment to the post of headship and stood by their principles until they had identified and appointed the

person they felt was appropriate.

- Governors use the assessment information that is available to them well. They have undertaken training so that they are able to understand the national assessment information and know that this should be used to compare the outcomes of the pupils at St Luke's with other pupils nationally. They also ask challenging questions related to the regular reports that are provided to them by the headteacher. They recognise that over time, not enough of the most able pupils in school have attained the highest standards.
- Governors have a good understanding of how the resources that are available to them, including the pupil premium funding, are used.
- Governors fulfil their statutory duties well. They place a high emphasis on ensuring that pupils' safety is of the utmost importance and have taken external advice on how this can be achieved. They recognise that monitoring processes need to be robust to ensure that all requirements are fully in place.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have ensured that all staff have up-to-date training to enable them to meet their requirements in supporting pupils' safety and well-being. Leaders have led training for staff on how to combat radicalism and extremism and recognise that this is of importance in ensuring that staff are vigilant and that pupils are well informed.
- Staff take the process of safeguarding pupils seriously. This is evident in the measures that are in place to check visitors' identity when they arrive at school and in their knowledge of what to do if they have any concerns about any pupils.
- The processes for liaising and working with outside agencies are robust and staff spoken to during the inspection were clear about their responsibilities. All staff have recently received training in the latest safeguarding guidance.

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

**Good**

- Teachers know their pupils well and are skilled in ensuring that pupils understand what is expected of them. Relationships between teachers, teaching assistants and pupils are extremely positive, with mutual respect shown. As a result, there is a calm and purposeful working atmosphere in all classrooms.
- Teachers generally have high expectations of all pupils. Pupils are expected to identify an appropriate level of challenge for themselves in each lesson and to aspire to achieve as highly as they can. While this is usually effective, for some of the most able pupils the level of challenge in lessons is not sufficiently demanding and this slows their progress.
- The teaching of reading in school is a particular strength. There is a systematic, whole-school approach to the teaching of phonics that starts in the Reception class and is then followed through across the other classes. Teachers and other staff accurately demonstrate the sounds, teach pupils how to blend the sounds together to make words and to then use their knowledge to spell the words within sentences. Teachers instil a love of reading in the pupils and ensure that they are provided with a good range of interesting books.

- Teachers are skilled at developing pupils' knowledge and use of punctuation within writing. During the inspection, pupils were observed joining in enthusiastically with a punctuation activity that involved them linking specific aspects of punctuation, such as exclamation marks and commas, to physical actions. They showed their developing understanding of the need to demarcate pieces of writing, to ensure that it was interesting and accessible for the reader.
- A whole-school approach to the teaching of spelling has recently been introduced and this is having a positive impact on improving pupils' writing. However, while pupils can show through their work that they understand the principles of spelling, there are too many occasions when teachers do not identify and correct common spelling mistakes in pupils' writing and this allows the errors to continue.
- Core skills in mathematics are taught well with teachers ensuring that pupils have a good understanding of calculations that build on their prior learning. Regular opportunities to practise these skills are built into all classes' timetables and as a result pupils make good progress. Teachers and other staff have good subject knowledge and develop pupils' accurate use of mathematical vocabulary.
- The opportunities for pupils to apply their mathematical knowledge in demanding and appropriate problem-solving are not yet fully embedded in teaching across the school. Where it is used well, teachers set problems that require pupils to use reasoning and to think in depth about the tasks that they are set. For example, during the inspection in a key stage 2 class, pupils were set a measurement problem involving the circumference of the wheels on a penny-farthing bike. Pupils were then required to consider which wheel would wear out more quickly. This demanded high-level thinking and was very well matched to the needs of the most able pupils in the class. However, too often the most able pupils are set tasks that are not sufficiently challenging and this slows their progress.
- Assessment is used well by teachers to measure the progress that pupils make. The outcomes of the assessments are used effectively to adapt planning on a daily basis to ensure that any misconceptions or gaps in knowledge are addressed quickly. Teachers' planning is checked regularly by leaders and the professional dialogue that takes place between leaders and teachers is beneficial in seeing how planning can be improved further. While teachers compare and discuss their assessment findings with colleagues from within school to check their accuracy, opportunities to work with teachers from other schools are not yet fully in place.
- Teaching assistants work very effectively alongside the teachers. They are skilled in using questions to draw out pupils' understanding and provide effective support to individuals and small groups.
- Pupils are encouraged by teachers to discuss their work with their classmates and to reflect on how well they have achieved within the lessons. These discussions are purposeful and effective as pupils share ideas and discuss different approaches to the work they are undertaking. In all classes seen during the inspection, there was a buzz of productive conversation between pupils that demonstrated their interest and engagement in the studies.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a strong sense of pride in their school. They look smart in their uniforms and look after the school site, taking care to make sure there is no litter. The eco squad promote the need to look after the environment, both within school and at a wider level. The school is actively involved within the local community, including participation in the annual well-dressing ceremony that takes place in Endon.
- Pupils appreciate the opportunities to take on responsibility. Older pupils take their roles as playground monitors seriously and recognise the need to support younger children. As one pupil commented, 'We don't want anyone in this school to feel sad.' Pupils are required to write a letter of application for the posts of playground monitors and then receive training at the local high school on how to undertake the role.
- Pupils feel that the school council is an effective force for change and identify improvements that they have brought about. These include the recently installed trim trail, where pupils decided what equipment they would have and where the best location would be.
- There is a strong focus within school on staying healthy, including through the extra-curricular sports activities and the clear messages that staff, including lunchtime support assistants, give to pupils about making appropriate choices about what they eat at lunchtime. Pupils spoken to during the inspection were clear about eating a balanced diet and the need to eat fruit and vegetables.
- The school places a high priority on and is effective in ensuring pupils' safety. Pupils know that the entrances to the site are secure. There are regular practices of fire evacuation procedures. Pupils are taught how to keep themselves safe in a range of situations, including when using the internet. As part of the topic that pupils study on the local canal systems, pupils are taught about water safety and about the potential dangers that rivers or other waterways can pose.
- Pupils have a clear understanding of what bullying is and why it is unacceptable. They say that bullying is extremely rare and is dealt with effectively by staff if it does occur. They understand that the use of unkind or inappropriate words can be hurtful to other people and show a commitment to treating people fairly. Pupils are taught about the unacceptability of cyber bullying and know that social media can pose a threat as well as being an effective means of communication.
- Pupils are respectful of each other and take the daily acts of Christian worship seriously. Leaders recognise that pupils' understanding of other faiths is not as secure and that this is important for them as they grow up in a multi-faith and racially diverse society.

### Behaviour

- The behaviour of pupils is good. Pupils show positive attitudes to learning and were observed during the inspection to be well behaved in lessons, at break times and when moving around the school. Pupils have recently been involved in revising the school's processes for celebrating and rewarding good behaviour and determining the sanctions

that are applied when behaviour falls below the expected high standards.

- The few incidents of inappropriate behaviour are dealt with fairly and effectively by staff. The very large majority of parents who responded to the Parent View survey were confident that behaviour was good in school. While there are systems in place to record inappropriate behaviour, school leaders recognise that these are not sufficiently precise to allow for accurate monitoring and evaluation of any patterns of unacceptable behaviour that might occur or to identify the impact of the sanctions that were applied.
- Attendance in school is above the national average and no groups of pupils are disadvantaged by poor attendance. Office staff are vigilant in tracking attendance and ensuring that leaders are aware of any pupils whose attendance is becoming a concern. The school has taken a strong stance on not authorising any holidays in term time and this has further improved the already good overall rates of attendance.

## Outcomes for pupils

**Good**

- Pupils make good progress over time from their starting points and leave school with outcomes that are at least in line with those that are typical for their age. As a result, they are well prepared for their next stage of education.
- In 2015, all the Year 6 pupils made at least expected progress in reading and writing and a very large majority made at least expected progress in mathematics.
- Provisional assessment information for 2016 indicates that the Year 6 pupils will have attained standards that are above those expected for their age in reading, writing and mathematics. Their progress from their starting points in key stage 1 appears to be at least in line with the national average.
- Over recent years, pupils in key stage 1 have attained standards that are above the national average across all subjects. Provisional assessment information for 2016 indicates that pupils have continued to attain highly in reading, writing and mathematics.
- The most able pupils in the school make progress that is similar to their classmates as they move through the school. The proportion of pupils working at greater depth in Year 2 in 2016, based on the provisional assessment data, appears to be higher than the national average. In 2016, at key stage 2, the proportion of pupils attaining the highest levels appears to be broadly in line with the national figure in mathematics and reading but slightly below in grammar, punctuation and spelling. School leaders agree that the challenge for some of the most able pupils needs to be more demanding, to enable more to reach the highest levels of attainment.
- Outcomes in the Year 1 national phonics screening check have been above the national expected standard for the previous three years and this high level has been maintained in 2016. This is due to the effective teaching of early reading and the engaging methods that teachers use to develop pupils' interest in reading.
- Information gathered during the inspection, through scrutiny of pupils' work, observation of pupils in lessons and from the school's own assessment information, indicates that pupils across the school make good progress in all subjects. As yet, outcomes are not outstanding, as there are still some variances in the quality of the work that pupils produce. Pupils are not secure in all classes in applying their mathematical knowledge to problem-solving. Pupils also do not consistently have enough opportunities to write extended pieces of work and to make their own

decisions on what to write and how to draw in the reader's interest.

- The small number of disadvantaged pupils in school, including the most able, make at least the same progress as other pupils. In recent years, their progress has been above that of other pupils nationally.
- The specific needs of pupils who have special educational needs and/or disabilities are supported well in school, with well-planned activities that help them to fully access their learning and one-to-one support when required from well-trained teaching assistants. As a result, these pupils make good progress as they move through the school.

## Early years provision

**Good**

- Children start in the Reception class with skills and knowledge that are broadly typical for their age. As a result of good teaching, they make strong progress. The proportion of pupils who attain a good level of development has been consistently above the national average in recent years and this high standard was maintained in 2016.
- The leadership of the early years provision is good. The leader is highly knowledgeable about what makes effective teaching and learning for children of this age. She leads the staff team well, has a deep knowledge of the individual children and plans activities that are stimulating and designed to promote learning. She recognises that children need to develop a greater understanding of different cultures and beliefs and has developed plans to allow this to happen. However, at present this aspect of the early years provision is not fully embedded.
- Children make a strong start in developing early reading skills due to the high focus that is placed on this aspect of their learning. For example, during the inspection children in the Reception class were observed sounding out the words that corresponded to a range of pictures of well-known objects using their phonics knowledge and then choosing to write the words on whiteboards, in sand trays and in books. Children were entranced by what they were doing and spoke to each other enthusiastically as they worked at their tasks. Their engagement and developing knowledge was exemplified by one child who joyfully exclaimed to her friends, 'Look that's the sound that's in my name and your names, too!'
- Arrangements to ensure that children make a positive start in school are good. The leader gathers information from the nurseries that the children have previously attended and works alongside parents to gain a thorough understanding of each individual's needs and abilities. As a result, when children start in the early years provision they quickly settle into the routines and make good progress across all areas of learning.
- Both the indoor and outdoor classrooms are well resourced and are attractive places for children to learn in and to stimulate their interest. For example, during the inspection children were seen in the 'doctor's surgery', asking each other about their symptoms and identifying how best to treat them. They understood the need to take turns and showed respect and consideration for each other. This typified the good behaviour that is evident across the school.
- The additional pupil premium funding is used effectively to provide additional support to disadvantaged children. As a result, they make the same good progress as other children.

- Children's welfare and well-being are ensured through rigorous checks on their safety, clear policies that are understood by all staff working in the early years provision and frequent and relevant training on safeguarding.
- All the staff within the Reception class are skilled at supporting children in their learning and developing their independence. As a result, children are very well prepared for their next stage of their education when they move to Year 1.

## School details

|                         |               |
|-------------------------|---------------|
| Unique reference number | 124250        |
| Local authority         | Staffordshire |
| Inspection number       | 10019504      |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Voluntary controlled   |
| Age range of pupils                 | 5 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 219  |
| Appropriate authority               | The governing body   |
| Chair                               | Jane Cox   |
| Headteacher                         | Phil Wright  |
| Telephone number                    | 01782 502369   |
| Website                             | <a href="http://www.st-lukes-endon.staffs.sch.uk">www.st-lukes-endon.staffs.sch.uk</a>                 |
| Email address                       | <a href="mailto:headteacher@st-lukes-endon.staffs.sch.uk">headteacher@st-lukes-endon.staffs.sch.uk</a> |
| Date of previous inspection         | 8–9 March 2011   |

## Information about this school

- The school does not meet requirements on the publication of information on its website about the impact of the use of the pupil premium allocation on attainment of disadvantaged pupils, and the accessibility plan for pupils who have disabilities.
- St Luke's CofE (VC) Primary School is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils, those who are supported by the pupil premium funding, is below average.
- Nearly all pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below that in most schools.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The school runs a breakfast club and an after-school club for its pupils.

- There have been a number of changes of leadership since the last inspection. The headteacher took up his post in September 2015 following 18 months of acting headship from the deputy headteacher.
- 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 in Year 6.

## Information about this inspection

- The inspectors observed pupils learning in 11 lessons or parts of lessons. A number of these observations were undertaken with the headteacher.
- The inspectors looked at work in pupils' books and listened to pupils read. They met with a group of pupils, including members of the school council. The inspectors observed pupils' behaviour at breaktime, lunchtime and at the end of the school day, as well as in lessons.
- 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.
- Meetings were held with the headteacher and four middle leaders. The lead inspector met with three members of the governing body, including the chair of the governing body.
- The inspectors took account of the 68 responses to the online questionnaire, Parent View, and considered the 24 free text responses from parents. They talked to parents at the start of the school day. They also considered the two responses to the staff questionnaire and the 10 responses to the pupil questionnaire.

## Inspection team

|                             |                         |
|-----------------------------|-------------------------|
| Adam Hewett, lead inspector | Her Majesty's Inspector |
| Michael Onyon               | Ofsted Inspector        |
| Linda Brown                 | 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](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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