

Amington Heath Primary School and Nursery

Quince, Amington, Tamworth, Staffordshire B77 4EN

Inspection dates	8–9 June 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although improving, standards in writing and mathematics by the end of Year 6 should be higher.
- The quality of pupils' handwriting and spelling is inconsistent in some classes.
- Teachers do not check enough for gaps in pupils' understanding in mathematics when pupils tackle problem-solving tasks.
- Although pupils in key stage 2 are making better progress than at the time of the previous inspection. Achievement requires improvement because pupils still have a lot of ground to catch up in writing and mathematics.
- Gaps in the achievement of disadvantaged pupils compared to others, while narrowing, remain too wide.
- In some lessons and as evidence from pupils' work shows, teachers do not challenge the most able pupils.
- Assessment information is not being used enough by teachers to pinpoint whether pupils are on track to reach or exceed the standards expected for their age.
- Although staff and governors work closely with families whose children are persistently absent, attendance rates are below average.

The school has the following strengths

- Leaders and governors provide good leadership and are moving the school forward towards more sustained improvement. The headteacher is a strong leader and has been effective in eradicating weak teaching.
- Children in the early years get off to a good start and make good progress in early literacy and mathematics.
- Leaders and staff have given reading a high priority. This is having a positive impact on pupils' achievement and reading standards are improving well.
- Pupils are well behaved, respectful and polite. There are good relationships between pupils and staff. The school makes a strong contribution to improving pupils' spiritual, moral, social and cultural development.
- Pupils who have special educational needs or disability achieve well and the planned support for them is well managed and monitored.
- Leaders and staff make sure that the school provides very good care for vulnerable pupils and their families.

Full report

What does the school need to do to improve further?

- Raise standards in writing and mathematics, particularly in key stage 2, so that more pupils reach or exceed age-related expectations by:
 - building on the good start made in the early years to make sure that pupils' spelling is accurate and handwriting is well formed in all classes
 - continuing to focus on improving pupils' independent writing more often during lessons so that errors are not repeated too often
 - making sure that in mathematics lessons teachers check any misunderstandings or gaps in pupils' knowledge when they try to tackle problem-solving tasks independently.
- Make sure that there is a continued focus on improving teaching and assessment further by:
 - providing the right level of challenge and support for the most able pupils
 - pinpointing why achievement gaps exist between disadvantaged pupils and others in key stage 2 so that the right support and teaching is provided to help these pupils catch up with other pupils
 - using assessment information to identify and plan for those pupils who have the potential to reach or exceed age-related expectations to help them reach their full potential.
- Make sure that pupils attend school regularly so that attendance rates meet or exceed the national average for primary schools.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous full inspection and subsequent monitoring inspection, the headteacher and deputy headteacher have been successful in raising achievement and improving teaching. Leaders and staff with management responsibilities are reversing a trend of decline in pupils' achievement, but recognise that there is still more to do continue to raise standards by the end of key stage 2.
- Governors and senior leaders have been diligent and effective in identifying core priorities aimed at eliminating weak teaching. The restructuring of leaders' roles and responsibilities and the appointment of strong leaders and teachers since the previous inspection have been effective. There are now more strong foundations in place to achieve more sustained improvement. Together with a more focused, skilful and effective governing body, leaders are securing some significant and rapid improvements to pupils' achievement and teachers' performance.
- These improvements are most evident and sustained in the early years and key stage 1, where pupils' attainment is rising securely and consistently. However, leaders recognise that there is still more to be done to make sure that pupils' achievement in all key stage 2 classes continues to improve at the same pace as in earlier year groups.
- The headteacher has been successful and has worked very hard to establish routine and systematic monitoring which includes a range of visits to lessons and a robust scrutiny of pupils' work in books. Following routine work scrutiny and lesson visits, the deputy headteacher and headteacher provide helpful and effective feedback to teachers and support staff to improve teaching.
- The school development plan and subject action plans identify the right priorities for improvement and are routinely being used to guide leaders, staff and governors during monitoring activities and when identifying priorities for leadership or governor meetings. There is now good capacity for sustained improvement to teaching and learning right across the school.
- Leaders and governors have improved assessment information and have, rightly, focused on checking that pupils are making enough progress from their starting points. This forensic analysis of pupils' progress and performance has improved teaching since the previous inspection but has yet to have a sustained impact on raising standards in key stage 2. Leaders and governors are not using pupil premium funding effectively enough yet to pinpoint the reasons why gaps exist between the achievement of disadvantaged pupils and others.
- Senior leaders provide clear direction and oversight of the school and work closely with governors. Leaders undertake accurate evaluations of teaching and provide effective support and guidance to staff through well-devised training. There are good opportunities for leaders and staff to see and share best practice with other schools. Where teaching requires improvement, leaders implement effective performance management measures to check and scrutinise improvement. The restructuring of staff roles and responsibilities is now closely linked to pupils' progress and performance.
- Pupils who have special educational needs or disability receive a good range of programmes and work to support their learning and this helps them to make good progress. The inclusion manager is a strong leader who coordinates and plans effective programmes for these pupils. The oversight of special educational needs provision is a significant improvement since the previous inspection. In addition, the school makes very good use of a family support worker who engages with vulnerable pupils and their families. This is having a very positive effect on reducing persistent absenteeism and also enables the school to look out for vulnerable pupils and to ensure their safety and well-being.
- Leaders and staff provide a curriculum that stimulates pupils' interests and improves their learning. A good start has been made in adopting the revised national curriculum without levels. This is providing the right structure and more secure foundations from which to continue raising standards.
- The curriculum is broad, interesting and balanced. A variety of projects, visits and special themes enliven pupils and make learning interesting and enjoyable. The recent book day involved pupils in dressing up as characters from popular children's fiction. Combined with whole-school reading activities and special events such as the book day, the focus on reading for pleasure has inspired pupils to read widely and often. This is also reflected very clearly in pupils' positive engagement in high-quality reading lessons which are contributing significantly to raising standards in reading right across the school.
- Visits to outdoor areas and local woodlands have been used to stimulate writing and artistic activities and have been combined with opportunities for pupils to meet local artists and special visitors when engaged in creative arts, music and drama. These and many more examples make a strong contribution to pupils'

spiritual, moral, social and cultural development. This results in good behaviour and attitudes to learning in lessons.

- The primary school physical education sports fund is used well to support participation in sport. In addition to regular physical education lessons, the use of specialist sports coaches provide good opportunities for pupils to engage in team games, sports events and activities that promote healthy and active lifestyles.
- The local authority now provides only light-touch support and has reduced the regularity of its reviews, reflecting the fact that the school has improved its leadership capacity and no longer requires intensive scrutiny. There are effective partnerships with good and outstanding local primary schools with opportunities for staff to see and share best practice. The headteacher has earned the respect of staff and parents, which is clearly reflected in the responses to recent surveys of their opinions of leadership and the school's effectiveness.
- **The governance of the school**
 - Governance has been strengthened since the previous inspection and governors have been determined and effective in recruiting strong leaders and teachers
 - Governors are focused on the quality of teaching, with clear priorities for more sustained school improvement. Governors keep in regular touch with the headteacher and deputy headteacher to hold leaders and staff to account for pupils' achievement and staff performance
 - Governors have been effective in securing significant improvements since the previous inspection. Governors receive regular updates about pupils' progress and have a good understanding of pupil performance data, enabling the governing body to challenge underperformance. This includes the achievement of disadvantaged pupils where there are gaps between their attainment and that of other pupils nationally.
- The arrangements for safeguarding are effective and fit for purpose. Staff are vigilant and effective in keeping pupils safe. The parents that spoke to inspectors and their written comments to Ofsted show that parents' views are positive and they are pleased with the way leaders and staff are committed to pupils' well-being and safety. Staff vetting and safeguarding procedures are robust and fully meet statutory requirements. This was the case when the school was last monitored by Ofsted in June 2014.

Quality of teaching, learning and assessment requires improvement

- Teaching requires improvement because it has not yet led to consistently good achievement for all pupils. Inspection findings confirm that teachers are increasingly adopting more consistent practice which is having a positive impact on raising standards, but the pace of improvement to pupils' attainment varies because of inconsistent teacher expectations.
- All of the responses to the staff questionnaire and all of the parents spoken to during the inspection are pleased with the improvements to teaching.
- Class teachers plan work and provide tasks for pupils in lessons that are usually well matched to pupils' needs and abilities, although some of the work seen in books shows that the most able pupils could be doing more challenging work. Some of the work seen in writing and mathematics books, for example, shows that the most able pupils sometimes do too much work they have already learned before moving on to more complex tasks. This is reflected in the most recent national assessment results showing that too few pupils reached or exceeded age-related levels, particularly by the end of key stage 2.
- The inspector's analysis and scrutiny of pupils' work shows that school assessment information is accurate. Although leaders have focused, rightly, on pupils' rates of progress, teachers are not using assessment enough to pinpoint why some pupils fall short of reaching or exceeding age-related standards. This is particularly the case in writing and mathematics in key stage 2.
- The headteacher and senior leaders are improving the quality of teaching but also recognise that teachers do not always extend pupils' learning enough. In some lessons, teachers do not expect pupils to go over mistakes or errors while these are fresh in pupils' minds. Workbooks, assessments and teaching over time show that the most consistently effective teaching probes and questions pupils to make sure they understand the next steps in their learning.
- Although teachers and support staff are improving the way they teach writing, workbooks show that some pupils make unnecessary or repeated spelling errors and use limited vocabulary when extending sentences when writing independently. The quality, form and structure of pupils' handwriting is improving now that teachers adopt more consistent practice across classes, such as modelling good-quality writing

on display boards, but this also varies across classes and some pupils are not prompted enough to improve their handwriting.

- Although pupils' work and assessments show improvements to pupils' progress in mathematics, teachers are not checking enough to identify gaps in pupils' knowledge and understanding. There is evidence in pupils' work, however, that teachers are increasingly providing good opportunities for pupils to self-correct errors and to learn from their mistakes.
- Despite these weaknesses, workbooks also show clear signs of improvement to pupils' achievement in writing and mathematics. Senior leaders and subject coordinators are starting to point out where improvement is most needed. This is influencing the work of teachers across the school as the lessons observed during the inspection, as well as the work seen in pupils' books, shows that teachers are starting to mark and check pupils' work and corrections consistently well. Teachers now use a common marking policy that is understood very well by pupils and provides them with clear pointers for improvement and opportunities to check their work if they have made errors.
- The teaching of phonics (letters and the sounds that they make) has improved very well in the early years and in key stage 1. This is resulting in a significant uplift in pupils' attainment in reading and writing by the end of key stage 1. In key stage 2, pupils are increasingly using dictionaries, word banks and thesauruses in lessons to extend their use of vocabulary when writing increasingly complex sentences and paragraphs.
- The teaching of reading is strong throughout the school. The increased focus on reading for pleasure, together with much improved reading lessons and resources, enable pupils to read widely and often. For example, in Years 5 and 6, pupils were observed reading aloud to each other in groups and discussing what was being read. The teacher provided pupils with particular roles, such as 'reader leader' or 'summariser' and 'clarifier'. This had an outstanding effect on the way pupils structured their conversations and their analysis of authors, fictional characters and the context of the story or piece of literature being read.
- Most lessons are well structured, pupils are managed well and positive relationships are developed. Displays around the school are bright and reflect the wide range of opportunities on offer to the pupils, as well as the strong contribution that the school's planned curriculum makes to pupils' personal development.
- Teachers and support staff are skilled at teaching pupils who have special educational needs or disability, either in small groups or when integrated in whole-class lessons. The management and oversight of this provision is skilled and highly effective so that staff work effectively with pupils who have additional learning needs.
- In addition, new arrivals or those in the early stages of learning English are provided with good-quality support. This support is well planned to meet their needs in lessons so they can work and converse with their classmates or with adults in smaller groups. Good use is made of volunteers to help pupils read aloud regularly each day and this helps pupils who find reading difficult to gain confidence and fluency when reading independently.

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 respond well to learning in lessons and the good opportunities they have to celebrate the success of other pupils during celebration assemblies each week. Pupils have many opportunities to share ideas and to learn about the world's major faiths, religions, customs and cultures. This makes a strong contribution to their spiritual and moral development.
- Pupils are keen to answer questions or contribute to discussions in lessons. During a writing lesson, for example, pupils in Year 1 offered suggestions and cooperated with other pupils to help them improve sentences by adding adjectives and adverbs.
- The school is successful in tackling any form of discrimination in a cohesive and supportive school community. Special topics, cultural and religious festivals and celebrations, and the wide range of educational visits or visitors improve pupils' knowledge and understanding of the different cultural, religious and ethnic traditions that exist in the United Kingdom and beyond. These activities make a strong contribution to pupils' social and cultural development.
- Pupils are confident, mature and responsible young people who look out for each other, and, as many

told inspectors, it is easy to make and keep friendships. There are positive and trusting relationships between adults and pupils and among pupils.

- There are effective systems used by staff to record concerns about an individual pupil or group. These are followed up by senior staff and teachers so that any pupil at risk of harm or who may be worried about something has an adult they know they can trust. The staff are vigilant and caring and have been trained to prevent pupils from exposure to racist or extremist views. Pupils are respectful of each other's differences and the school successfully promotes British values of tolerance, democracy and the rule of law. Elected school councillors, monitors and other helpful roles given to pupils enable them to make a good contribution to their school and community.

Behaviour

- The behaviour of pupils is good.
- This is a significant improvement since the last inspection. In nearly all of the lessons observed, the inspector found pupils to be attentive and well behaved. Pupils are keen to learn and do their best. They cooperate well when working in groups or with a partner.
- Pupils behave well and safely outside of lessons. School councillors make a significant contribution to their school community and come up with ideas and suggestions to improve the school.
- Staff with responsibility for managing pupils' behaviour and pastoral support, as well as class teachers and supervisory staff, keep diligent records and logs of incidents of poor behaviour, racism or bullying. These incidents are very rare.
- There are very good opportunities for pupils to learn about other faiths, customs and traditions through religious education, the arts, music, themed topics, projects and educational visits. The school is successful in promoting a strong emphasis on tolerance and equality, which prepares pupils well for life in a modern democratic Britain.
- Pupils have good manners, are polite and generally show respect for others' feelings. They are helpful and courteous to adults and visitors, and are helpful and respectful to pupils with disabilities or when a child has an accident. In these instances, they are quick to volunteer to alert an adult or seek help.
- In a few lessons observed, pupils strayed off task because the teaching was not challenging them enough. In these lessons, pupils were not expected to produce enough work because the staff were less vigilant when pupils worked independently and expectations were not high enough.
- Leaders and staff keep robust records and monitor patterns of absence well. Staff have worked well with parents to encourage pupils to attend regularly and to come to school on time. As a result, attendance is improving but remains below the national average and requires further improvement. The school is also using effective measures by working with families to reduce persistent absence rates as these are getting closer to the national average. The 'early bird' initiative is starting to improve punctuality as more pupils attend school on time.

Outcomes for pupils

require improvement

- Pupils across the school are making more progress now than previously, particularly in phonics and reading. The legacy of underachievement in key stage 2, as reported at the time of the previous inspection, is being addressed by leaders and teachers. However, pupils' achievement in key stage 2 requires improvement because pupils still have a lot of ground to catch up in writing and mathematics.
- Last year's national test results show that pupils' attainment in Year 6 improved on the previous year but remained much lower than the national average in reading, writing and mathematics. By contrast, assessments at key stage 1 show much improved standards of attainment which continue to improve and are in line with the national average.
- The teaching is starting to address these differences as pupils in key stage 2, including those currently in Year 6, are starting to make up for lost ground. Test results need to be analysed with caution because pupil numbers vary each year, for example the number of pupils currently in Year 6 is much lower than the previous year (11 pupils this year compared with 23 last year).
- Children typically join the school in the Nursery or Reception class with skills and abilities that are well below those expected for their age, particularly in communication, language and literacy. The sustained improvements to pupils' attainment by the end of key stage 1 represent good rates of progress in relation to these typically low starting points in the early years.
- The pace of learning is improving, which is reflected in last year's national test results, showing

improvement to the rate of progress pupils made by the end of Year 6. For example, in 2014 and 2015 test results show that the progress Year 6 pupils made since the end of key stage 1 compared much more favourably than previous years in national rankings. There has been year-on-year improvement to these rankings since the previous inspection.

- There is still work to be done, however, to narrow the achievement gap between disadvantaged pupils and others nationally. Although narrowing, the gap between the attainment of disadvantaged pupils in reading, writing and mathematics last year was too wide. Last year, for example, disadvantaged pupils in Year 6 were a year behind other pupils nationally in reading, writing and mathematics.
- The most able pupils have the potential to exceed age-related expectations in writing and mathematics but too many fall short of these targets, which was also reflected in last year's teacher assessments and test results for Year 2 and Year 6. Currently, more pupils are reaching or exceeding age-related expectations, particularly in reading but to a lesser extent in writing and mathematics.
- Increasingly teachers insist on good presentation and handwriting as well as higher standards of work, but this is not always the case. Workbooks also show that in some classes, pupils are not always using efficient methods of calculation when problem-solving in mathematics or being given time to correct errors while they work.
- Pupils who have special educational needs or disability make good progress. These pupils receive effective support. Provision for these pupils is very well coordinated so that teachers plan the right support, based on accurate assessments of their additional learning needs.
- The small number of pupils in the early stages of learning to speak English as an additional language, including new arrivals at any stage between the early years and Year 6, achieve well. Pupils whose first language is not English soon integrate and keep up with conversational English. Teachers and support staff make sure that additional support and resources are on hand to help pupils improve their spoken English.

Early years provision

is good

- Children's work and progress show that early years provision is making a good contribution to their all-round development and children are well prepared for when they start Year 1. There is good teaching and leadership in the early years. The staff are vigilant, caring and effective in making sure that the children play and learn together safely and productively.
- Good teaching, combined with strong pastoral support for both children and families, both in the Nursery and Reception class, are getting the youngest children off to a good start. The staff have a good understanding of this phase of education and have built strong working relationships with children and families. Early help for vulnerable families also makes a significant contribution to children's well-being and safety. This is very well coordinated by the school's inclusion manager and early years leader, working in partnership with external agencies such as social services and a family support worker.
- All staff have a well-developed knowledge of the early years assessment requirements. There are good systems in place for staff to check on the progress made by children. Assessments are accurate so that teachers and support staff have a clear understanding of the needs of all children and a firm basis for planning children's learning. The children's learning journeys are catalogued individually for each child and are very well presented.
- Initial assessments are also made when children join the Reception class, so that adults are able to build on what children already know and can do. Adults know and look after their children very well, and set them tasks that are usually interesting and varied. Good use is made of additional funding and reading resources to narrow gaps between disadvantaged children and others.
- Activities in both the Nursery and Reception class are linked to children's own experiences, such as role-play shopping or 'cooking mud cakes' in the outdoor areas. There are occasions, however, when the pace of learning slows and the children get fidgety if they are expected to listen for extended periods to adult instructions or have to wait too long before moving on to independent and self-chosen activities.
- In the Nursery, very calm and effective speaking and listening sessions help the most vulnerable children who have additional learning needs to gain confidence communicating and conversing with their friends. Adults in both settings, Nursery and Reception, share stories and books when reading aloud together in small groups and these are well planned to provide children with good-quality stories and interesting books to share and read with their friends.
- Children, whatever their starting points or backgrounds, make good progress in early reading and writing.

Teachers and support staff are good at linking the teaching of early reading with that of early writing during well-focused phonics sessions. The staff insist that children form letters correctly when they teach the sounds that letters make. There is a consistent emphasis on speaking and listening, which provides strong foundations for the children's development of early language and literacy.

- There are regular opportunities each day for children to count objects and identify patterns in shapes and numbers. This too is providing firm foundations for the children's development of early mathematics. The children's communication skills are less well developed than their skills in other areas of learning when they join the school. Despite this, teachers and leaders make sure that all adults ask questions which encourage extended responses from the children. This was clearly evident when children were observed singing 'five green bottles' together in the Nursery and counting down independently, some of them recording numbers and some predicting which comes next. This represents good progress in relation to their starting points.
- The children in both settings are well behaved and attentive and thoroughly enjoy school. They are encouraged to play and work together with other children sensibly. For example, Reception children were very excited as they prepared to visit a local zoo for one of the two days of inspection. Adults successfully encouraged the children to cooperate and take turns as they got ready to visit the zoo and were observed happily singing, 'We are going to the zoo, zoo, zoo,' behaving impeccably as they walked to the bus with their teachers and support staff.

School details

Unique reference number	124176
Local authority	Staffordshire
Inspection number	10009266

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Tim Legge
Headteacher	Annette Burns
Telephone number	01827 475161
Website	www.amingtonheath.staffs.sch.uk
Email address	office@amingtonheath.staffs.sch.uk
Date of previous inspection	27–28 March 2014

Information about this school

- This is a small school with early years provision comprising a Nursery class for three-year-olds who attend mornings only and a Reception class with 20 children aged four and five and who attend full time. The school provides a breakfast club for pupils as part of an 'early birds' initiative to encourage punctual attendance.
- Most pupils, nearly four out of five, are White British. Other pupils come from a range of backgrounds representing minority ethnic groups. A very small number of pupils speak English as an additional language.
- The percentage of pupils known to eligible for pupil premium funding (additional government funding for disadvantaged pupils) is well above that of most schools.
- The percentage of pupils who have special educational needs or disability is similar to that of most schools.
- 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 meets requirements on the publication of specified information on its website.

Information about this inspection

- In addition to lesson observations in all classes, some of which were carried out with the headteacher, the inspector reviewed pupils' work; met with a group of pupils to discuss their work, behaviour and safety; and discussed with pupils their work and progress during lessons.
- The inspector observed pupils' behaviour in lessons, the dining hall, the playground and when moving between lessons.
- The inspector spoke informally to a number of parents to seek their views about the school at the start of each of the two inspection days. Account was also taken of written responses from nine parents to the online Ofsted questionnaire, Parent View.
- The inspector held discussions with the headteacher, deputy headteacher and members of teaching staff who have management responsibilities. A meeting was held with the chair of the governing body, the vice-chair and three governors. The inspector also met with one of the local authority's district commissioning managers.
- The inspector provided feedback to teachers on the lessons observed.
- The inspector considered a range of documentation including: the school's development plan; self-evaluation documents; information about pupils' achievement, progress and performance; governing body minutes; and information related to teaching, behaviour, attendance, safeguarding and staff vetting procedures.
- Following its previous inspection in March 2014, the school received a monitoring inspection, led by one of Her Majesty's Inspectors in June 2014. The outcome of this monitoring inspection, carried out under section 8 of the Education Act 2005, was that leaders and governors were taking effective action to tackle the areas for improvement identified at the previous full inspection.

Inspection team

Charalambos Loizou, lead inspector

Her Majesty's Inspector

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