

Knuzden St Oswald's CofE Voluntary Aided Primary School

Mount St James, Stanhill Road, Knuzden, Blackburn, Lancashire BB1 2DR

Inspection dates

15–16 November 2017

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

Summary of key findings for parents and pupils

This is a good school.

- Leaders and governors have taken decisive action to reverse the decline in standards so that the school now provides a good quality of education.
- The headteacher and her enthusiastic assistant headteachers have brought about considerable improvements.
- The school's Christian values are at the heart of all it does.
- Governors know the school well and make a valuable contribution to school improvement.
- Improvements in the quality of teaching throughout the school have resulted in the vast majority of pupils making good progress.
- Leaders and staff use assessment information to check progress and plan for the needs of pupils.
- The teaching of phonics is strong. Nearly all pupils meet the expected standards by the time they leave Year 1.
- Pupils enjoy coming to school. This is evident from their good attendance, which is above the national average.
- Pupils say that learning is fun. This is because the curriculum is broad, balanced and inspiring.
- Leaders are diligent in carrying out their responsibilities for safeguarding and pupils feel safe in school.
- Personal development and welfare are good. Pupils are great advocates of the school's five key values: 'politeness', 'respect,' 'self-control', 'patience' and 'kindness'. However, playtimes and lunchtimes can be disorganised.
- Leadership and teaching in the early years are very effective. As a result, children have a good start to school life and make good progress from their starting points.
- Although outcomes are good overall, not enough pupils, especially the most able and some middle-ability pupils, are achieving at greater depth and the higher standards in English and mathematics.
- Opportunities to extend and challenge pupils to understand and think more deeply about their learning are sometimes missed. Staff also sometimes fail to take advantage of chances to move pupils on in their learning more quickly.
- Some pupils do not enjoy reading as much as they should.

Full report

What does the school need to do to improve further?

- Continue to raise achievement in reading, writing and mathematics across the school, particularly for middle-ability and most-able pupils, so that more achieve at the higher levels by:
 - raising the level of challenge offered to pupils so that they are stretched to think more deeply about their learning and to improve their understanding
 - moving pupils on in their learning more quickly by challenging them earlier in lessons
 - exploring more ways to encourage pupils to enjoy reading books.
- Improve pupils' experience of playtimes and lunchtimes so that they have a calm, beneficial break and feel refreshed and ready to return to their learning in the classroom.

Inspection judgements

Effectiveness of leadership and management

Good

- Knuzden St Oswald's is a good school. The headteacher, senior leaders and governing body have responded decisively to a decline in standards by radically changing the school's approach to teaching. Together with staff, they have worked hard to turn the school around and led the way to providing good opportunities for pupils to achieve and develop as well-rounded individuals.
- The school's Christian values are a prominent part of school life. Pupils and staff talk frequently about the 'fruits of the vine': values such as 'politeness', 'respect' and 'kindness'. These qualities were much in evidence during the inspection. This has resulted in pupils who are caring, considerate and respectful of each other and the wider community.
- The headteacher has successfully steered the school through a turbulent year in terms of staffing. Relationships between staff are positive and staff express a strong commitment to the leaders of the school. They are very proud to work at Knuzden St Oswald's. The school now benefits from a stable, happy and dedicated team.
- The experienced headteacher is ably assisted by two assistant headteachers. Leaders know their school well. The strengths of the school and areas for improvement are clearly identified in the self-evaluation and development plans, which are accurate, honest and reflective. Leaders took bold decisions to change the approach to teaching and learning. Leaders have inspired the whole staff team to work together to develop the school. As a result, the staff team is motivated to make sure that there is continuing improvement.
- Although the changes that leaders have made have been successful in improving the progress of pupils throughout school, leaders are very aware that there is still more to be done. They know that they need to continue to build on this progress and to step up the level of challenge and expectation for pupils to deepen their learning, so that more pupils can reach greater depth and higher standards.
- A large proportion of the small number of pupils identified as being eligible for the pupil premium funding also have special educational needs (SEN) and/or disabilities. Leaders use funding effectively to reduce the barriers to learning that may be experienced by disadvantaged pupils, including those who are most able. Along with the governing body, leaders monitor and evaluate disadvantaged pupils' progress well. This enables these pupils to be successful and to be part of everything the school has to offer.
- The primary school physical education (PE) and sport funding is also used appropriately. Pupils benefit from good-quality specialist sports coaching and an increased number of sport-related clubs. Pupils say how much they enjoy sport and they recognise the value of physical activity as a part of being healthy.
- Senior leaders have developed a clear, straightforward system to assess pupils and to check on their progress in reading, writing and mathematics. Leaders and governors review this information regularly. They also use information to discuss pupils' learning

with teachers and to plan opportunities to help pupils catch up if needed. Teachers collect assessment information for subjects other than reading, writing and mathematics. As a result, leaders and teachers have a reasonable overview of the progress and achievement pupils make in other subjects.

- The leadership and organisation of provision for pupils who have SEN and/or disabilities are good. Identification of need is thorough and resources are of a good standard. Leaders use funds effectively. Staff have a good understanding of these pupils' learning and welfare needs, ensuring that they succeed in their learning and their personal and social development. Good-quality systems and procedures are in place to regularly check on the progress of individual pupils.
- The school offers a broad and balanced curriculum that is creative and imaginative. It engages pupils and contributes to their enjoyment of learning. Subjects are often brought together in themes to include, for example, history, geography, science and art. Religious education and personal, social and health development are strong elements of the curriculum. Fostering a love of music is evident from the popularity of the choir, which takes part in events such as the 'lunchtime concerts' at Blackburn Cathedral and the regional event 'Sing Together'. The regular 'Exhibition Days' are very popular events with parents. The school invites parents into school so that their children and classmates can share with them what they have been learning that half term.
- Well-promoted spiritual, moral, social and cultural development means that the school is a calm and considerate environment where pupils mix together happily. Pupils learn about the local community through assemblies and the curriculum, raise funds for charities and learn about tolerance, respect for differences and the rule of law. Pupils enjoy taking on responsibilities such as being members of the school council, head boy or girl and playtime monitors.
- The school is well supported by the local authority. Leaders and teachers are members of a number of local networks of schools. They support each other, for example by providing opportunities for curriculum leaders to meet and discuss teaching and learning. They have also worked together closely to develop checks regarding assessment.

Governance of the school

- The governing body is effective.
- Governors offer a good range of expertise. They are conscientious in carrying out their responsibilities and committed to contributing to the life of the school.
- Governors know their school well and have the confidence to ask challenging questions. They have sufficient expertise to be involved in aspects of the school's development and the monitoring of improvement.
- Governors have good levels of understanding about the progress that pupils make and are keen to challenge leaders to improve further. They make sure that the pupil

premium and the PE and sport grants are spent effectively and make a difference to pupils' achievement and well-being.

- Governors have a good understanding of performance management procedures. They ensure that the management of teachers' pay is effective and hold leaders to account.
- The governing body is diligent in carrying out its responsibilities to safeguard pupils and, to this end, has appointed a safeguarding governor to oversee and monitor safeguarding and welfare-related matters.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that pupils have a safe and secure environment by promoting the message that safeguarding is everyone's responsibility. Safeguarding arrangements are in place and records are appropriate and kept securely. Staff and governors undertake regular and appropriate training, including that related to keeping pupils safe from radicalisation and extremism.
- Safeguarding is a high priority in the school, as are the care and welfare of vulnerable pupils and families who benefit from additional support. For example, leaders send out a termly newsletter to give parents useful advice and guidance on all aspects of safeguarding, such as road safety, safety concerning dogs and staying safe online.
- Leaders are persistent in cases where the school is concerned for a pupil's welfare. Effective relationships with other agencies and with parents ensure that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment

Good

- The flexibility of leaders and staff in significantly changing the way they teach subjects, particularly reading, writing and mathematics, has led to substantial improvements in the quality of teaching and learning throughout the school. As a consequence, pupils' progress has noticeably accelerated. For example, an approach that breaks down the teaching of writing, grammar and punctuation into small chunks has led to a reduction in the gaps in pupils' skills in this area. This has resulted in pupils now being back on track and the vast majority making good progress.
- Relationships between adults and pupils are positive. Staff model expectations for pupils' learning and behaviour. Pupils rise to this by working hard and behaving well. As a result, pupils have good attitudes to learning. They say that they enjoy their lessons. Pupils like coming to school particularly because they 'like their teachers' and because teachers help 'make learning fun'. When they struggle, they say that adults will always help them to understand.
- Teachers' subject knowledge is good. They explain new ideas clearly and simply, relating difficult concepts to prior learning or to the pupils' own experiences. Pupils are offered good-quality resources to support their learning and to make activities

interesting. Activities are often linked to other curriculum areas and topics, which gives pupils a sense of purpose and added interest.

- Teachers give pupils different levels of challenge within activities. However, often the level of challenge is not sufficient to extend and develop pupils to think more deeply and understand more thoroughly what is being taught. As a result, some pupils are not learning as much as they could. This is particularly the case for some of the middle-ability and most-able pupils.
- In line with the school's policy, teachers are consistent in their approach to marking pupils' work. They make clear to pupils what they have done well and offer helpful guidance so that pupils can improve their work further. However, within lessons, teachers do not always use their knowledge of pupils effectively enough to move them on quickly in their learning. For example, inspectors observed some pupils being held back in their learning by listening to an explanation of a concept that they already understood. They were also asked to complete the easier tasks set before moving on to more challenging work. The consequence is that some pupils' needs are not being met promptly.
- Where pupils struggle with their learning, an effective range of learning opportunities help them to catch up. As a result, these pupils make strong progress.
- The school offers good support to those pupils who have SEN and/or disabilities. It is broad and clearly targeted. Leaders plan additional support well, resulting in these pupils making good progress over time.
- Teachers are well aware that the development of reading, writing and mathematics is a priority. They have responded well to recent changes and all follow the new ways of teaching these subjects consistently, leading to a positive effect on pupils' progress.
- Teachers use reading texts effectively in classes to create a range of interesting and stimulating activities. Teachers also provide pupils with a stimulus for longer pieces of writing, as well as opportunities to write in other subjects, such as science, history, geography and religious education.
- In mathematics, the school has gone 'back to basics', ensuring that pupils have no gaps in their learning by providing them with important basic number and mathematical skills. Leaders agree that, as elsewhere in the curriculum, they now need to build in more opportunities to extend and challenge pupils' thinking and understanding, in this instance, of mathematical ideas.
- The teaching of phonics is strong and gives pupils the skills to read unfamiliar words. Pupils who struggle with reading have good support in practising their skills and are proud of the progress that they make. Overall, pupils enjoy reading but say that they do not always get as regular an opportunity to read to their teacher as they would like. Some have the opportunity to read to someone at home but, for a few pupils, this does not happen very often. As a result, pupils had mixed views about reading. Some loved opportunities to indulge in books but others were indifferent. They were all looking forward to the new library areas due to open in the near future.
- Parents who responded to Parent View, Ofsted's online questionnaire, or spoke to

inspectors in the playground said that their children are taught well and make good progress at school. However, a small number felt that the quality of information given to them about their children's learning could be improved. This is something that leaders are aware of and are keen to address.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' personal development and welfare are a very visible part of school. They are driven by the school's strong Christian ethos and values, which were much in evidence during the inspection. Pupils feel safe in the school because they know that adults care for them. As a result, they thrive and develop into thoughtful and caring citizens.
- Staff treat pupils with consideration and ensure that everyone feels welcome and valued. Consequently, pupils behave similarly and regularly demonstrate warm, friendly and kind attitudes to one another and to adults. For example, during the inspection, inspectors saw many older pupils playing with, holding hands with and talking to younger ones at playtimes. Pupils were also quick to open the door for adults, ask if they were well and offer their hand to shake.
- Pupils are proud of their school and appreciate both the support of their teachers and the education they receive. Pupils are increasingly confident learners and most, including the youngest, are able to talk about their learning and what they enjoy about school. They also talked with pride about their school's values, which they could name easily, and gave many instances of how they live by them. For example, they use 'kindness' when helping anyone who does not have a friend to play with at playtime, 'courage' to try something new and unfamiliar and 'self-control' to avoid getting angry when someone is upsetting them.
- The large majority of parents who spoke to inspectors, and those that responded to Parent View, expressed praise for the school and the work of the staff. They feel that their children are happy, safe and well looked after.
- Pupils spoken to during the inspection were clear about what bullying is and said that, although incidents do happen occasionally, adults always deal with them well. Adults support pupils well to develop effective relationships with their peers. Pupils were able to give inspectors a number of examples of how the school keeps them safe. They talked about assemblies and lessons where they had been taught how to keep themselves safe, including when working online.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils are polite, friendly and helpful. They get on well together. They enjoy their learning and are willing and eager to work hard. In the classroom, pupils are respectful

of each other and adults. They follow instructions and settle to work quickly. They take a pride in their work and demonstrate their 'value of the week' well by trying hard in all they do. In the school corridors and dining hall, pupils move around sensibly and safely, ensuring that the school is a calm, orderly and purposeful place to learn. However, at playtimes and particularly at lunchtimes, some pupils are too boisterous.

- Although the playground is divided into zones at lunchtime, welfare assistants do not consistently reinforce the type of behaviour that should be expected, resulting in games being interrupted or spoilt. For example, in a purpose-built sensory area where pupils should sit, talk and enjoy a space that is peaceful and calming, inspectors saw pupils repeatedly running around and engaging in play-fighting. As a consequence, pupils who wanted to play quietly were not able to.
- When the whistle went for the end of lunchtime, a number of pupils were slow to line up. Lines were disorganised and a number of the pupils were overexcited. Some chose to jump on each other's backs. Classes left the playground in a disorganised way and very noisily. The playground was safe and there were no arguments, upsets or fallings-out among the pupils, but the chaotic atmosphere in the playground did not create a sense of calm and purposefulness, nor was it conducive to pupils feeling refreshed and ready to return to work in their classrooms.
- Pupils are aware of the consequences of poor behaviour and say that most pupils behave well in the school. They say incidents of inappropriate behaviour do happen but are rare. Teachers deal with them quickly and pupils respond to them sensibly. Pupils also say that discrimination on any grounds is not tolerated. Those spoken to by the inspector said that, very occasionally, name-calling occurs but that staff quickly respond to any problems that arise. Leaders keep detailed records of incidents of poor behaviour and these demonstrate that serious incidents are rare but, when they do happen, actions are appropriate.
- A small number of pupils have behavioural needs. They are well supported and managed to ensure that their behaviour does not get in the way of their learning and does not distract others.
- The systems for checking absence are rigorous and conscientiously applied. Good attendance is rewarded and has a high profile in the school. As a result, pupils' attendance is consistently above national averages. Persistent absence is monitored closely, as is lateness. The leadership team has worked hard with pupils who are persistently absent or late and with their parents, and has had some notable successes.

Outcomes for pupils

Good

- Pupils' achievement at the end of key stage 2 dipped in 2016 and has been inconsistent at the end of key stage 1. However, the dynamic actions of the senior leaders and the positive response from staff have resulted in rapid improvements. The vast majority of pupils are now back on track and are making strong progress.
- At the end of key stage 2 in 2017, the proportion of pupils achieving the expected standard in writing, grammar, punctuation and spelling was above that seen nationally.

In reading, it was similar to the national average. The proportion of pupils reaching the expected standard in mathematics was below the national average, but represents a considerable improvement when compared to the 2016 result.

- Achievement at the end of key stage 1 is close to national averages but has been mixed. In 2016, the proportion of pupils reaching the expected standard in mathematics was above the national average and in writing it was comparable. Pupils achieved less well and below the expected standard in reading. However, the school's focus on reading has had a positive impact on the 2017 results, where pupils achieved similarly to others nationally.
- Leaders are very aware of the mixed picture at the end of key stage 1 and the need for continued progress at the end of key stage 2. They have been decisive in the improvements that they have put in place to address this. This has included a thorough look at the gaps in individual pupils' learning and the introduction of a much more focused approach to teaching to ensure that gaps are closed. As a result, the school's in-year checks on progress and the work in pupils' books confirm a positive picture of accelerated progress throughout key stage 1 and key stage 2.
- Leaders agree that they have been less effective in ensuring that pupils achieve at the higher levels. At both key stages 1 and 2, the proportion of pupils achieving greater depth or higher standards was below that of pupils nationally in all subjects except writing at the end of key stage 2, which has been above national averages for two years.
- Leaders identify and check on the most able pupils to ensure that they make good progress through the school. At the end of key stage 2 in 2017, the most able pupils made at least the progress expected in reading, writing and mathematics and some attained higher levels. However, numbers are small and leaders agree that there are more pupils who could make further gains, including those that are of middle ability.
- The proportion of pupils who reach the expected standard in the national screening check for phonics at the end of Year 1 is consistently high and has been above average for the last three years.
- The school has a small number of pupils identified as eligible for the pupil premium funding. The school's achievement information seen during the inspection indicates that the difference between the achievement of disadvantaged pupils and that of other pupils is diminishing. In the national tests in 2016 and 2017, a number of disadvantaged pupils who failed to reach the expected standard had a range of SEN and/or disabilities that prevented them from reaching the same standard as other pupils nationally.
- Pupils who have SEN and/or disabilities make good progress from their starting points. Teachers and teaching assistants offer effective support and ensure that pupils succeed in their learning.

Early years provision

Good

- Many children start school with skills and knowledge below those typical for their age

and a small number are well below. Their skills are particularly low in communication, reading, writing and number. However, by the time they leave the early years, the vast majority make good progress. Consequently, the proportion of children gaining a good level of development is close to the national average.

- Children benefit from a vibrant and stimulating environment in which to learn. This is coupled with high expectations from adults to make sure that children thrive and enjoy a very positive start to school life.
- The recent improvements in provision, including the more dominant focus on phonics, writing and number, are having a noticeably positive effect on learning. As a result, there are already improvements in the number of children on course to achieve well by the time they leave the early years.
- The leadership of the early years is strong. There is a clear view about the strengths and weaknesses of the early years and the newly formed team has a number of ideas about how to improve further. A focus on the importance of teamwork, sharing practice and the good-quality development of staff has ensured that adults are skilled and confident that they can achieve the best learning for children.
- Reception is well organised to create a rich and varied learning environment for all children. Activities are fun, capture the children's imagination and allow them to practise their skills. Adults offer many opportunities to children which encourage them to do things for themselves. For example, they set up challenges in each area of the classroom, including at the snack table. A child enthusiastically declared to the inspector, 'I am going to peel an orange, it's hard, but I am going to do my best.'
- Outdoors, children have plenty of opportunities to explore using a range of equipment that encourages them to build, create and try out their ideas. As a result, whatever their ability, they are absorbed in their learning. Adults regularly join in with children's play, using opportunities to teach skills and model good learning habits. For example, children and an adult were immersed in building a tower that did not leak water. The adult encouraged children to think through their plans and skilfully enabled them to find possible solutions, try them out and talk about alternatives.
- Leaders use additional funding well to provide resources and support for disadvantaged children. They have a good understanding of the impact this has on children's learning. These children make similarly good progress to that made by other children and achieve well.
- The quality of teaching is good. Routines have been established impressively quickly, as has a high level of expectation of what children will achieve. Adults demonstrate very good subject knowledge and there is a strong consistency of approach and manner across all adults.
- The importance placed on reading, writing and mathematical skills is very evident, with regular chances for children to write, practise their letters and sounds and use number. The development of language, including speaking, is also a high priority, along with building self-confidence. As a result, many children in Reception feel confident and eager to say hello to visitors and chat about what they are doing and what they are proud of. Adults engage with children very well and are skilled at asking questions to

draw out children's understanding, encourage them to talk and help them feel self-assured.

- The way teachers assess and track children's learning is of a good quality. Adults gather information effectively to plan a curriculum for children that is interesting and lively. They regularly use electronic tablets to take photographs to document children's learning.
- Safeguarding is effective. Risk assessments are thorough and the classroom is a safe environment for children.
- The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children and children have with each other. Consequently, children's behaviour is good. They play and learn together well and are very motivated to learn.
- There are also positive relationships between staff and parents, who describe the adults in early years as 'caring and approachable'. Staff encourage parents to be involved in their children's learning by writing about 'wow' moments that their children have had at home and working with their children on beautifully presented home-achievement books that capture events and experiences that their children are having outside school.

School details

Unique reference number	119450
Local authority	Lancashire
Inspection number	10042481

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Samantha Thornber
Headteacher	Andrea Gray
Telephone number	01254 667 222
Website	www.st-oswaldscofe.lancs.sch.uk
Email address	head@st-oswaldscofe.lancs.sch.uk
Date of previous inspection	1 October 2013

Information about this school

- Knuzden St Oswald's is smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have SEN and/or disabilities is just below the national average.
- The school meets requirements on the publication of specified information on its website.
- In 2016, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6. However, it has met them in previous years.

Information about this inspection

- Inspectors observed learning in all classes. They observed pupils' behaviour in classrooms and assessed the school's promotion of pupils' spiritual, moral, social and cultural development. They also observed pupils at playtime and during lunchtimes.
- The inspectors looked at the work in pupils' books, including the books of children in the early years.
- An inspector listened to a small number of pupils read.
- Inspectors held meetings with the headteacher, the assistant headteachers, the SEN coordinator and the early years leader. They also met with the staff responsible for safeguarding and attendance and a group of middle leaders.
- An inspector met with five members of the governing body, including the chair. A meeting was also held with a representative of the local authority and diocese.
- A group of pupils discussed their opinions about the school and their learning with an inspector and inspectors also spoke informally with pupils at playtimes and around the school.
- Inspectors took account of six responses to a staff questionnaire and talked to staff during the inspection to take account of their views. An inspector also met with a group of eight support assistants.
- They also took account of 16 responses to the online Ofsted questionnaire, Parent View, and talked briefly with 17 parents before school.
- The inspectors observed the school's work and looked at a number of documents, including information on pupils' attainment and progress, the school's evaluation of its own performance and its development plan, records of checks on the quality of teaching and the school's curriculum planning documents. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

John Donald

Her Majesty's Inspector

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