

Western House Academy

Richards Way, Cippenham, Slough, Berkshire SL1 5TJ

Inspection dates

14–15 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The principal leads the school very well. Since her appointment to the school in 2015, she has improved the school considerably.
- Governors and the trust provide effective challenge, support and direction to the school. They have been instrumental in helping the school on its journey of improvement.
- Teachers are enthusiastic. They plan interesting, lively lessons which help pupils to learn well.
- The curriculum is vibrant. It captures pupils' interests and meets their needs very well.
- The school provides many rich, musical opportunities for pupils to learn to compose, play and perform music.
- Teachers assess pupils very regularly to check the progress they are making. However, teachers' assessments are not yet consistently accurate.
- Pupils behave well, show respect for each other and are proud of their achievements.
- Pupils achieve well and make good progress from their different starting points.
- Children get off to a good start in the early years. The early years is a nurturing, caring and stimulating setting.
- The principal has built a strong team of senior leaders and staff who are fully committed to the school's continued improvement. However, subject leader roles are not yet fully developed.
- Leaders' evaluations of teaching and learning are generally accurate. However, these are not as closely aligned as they could be to pupils' progress.
- Leaders recognise that there is work to do to fully resolve concerns that some parents have had about previous incidents of bullying.

Full report

What does the school need to do to improve further?

- Strengthen leadership further, by:
 - developing the role of middle leaders so that they play a greater role in driving improvement
 - sharpening leaders' evaluations of teaching and learning so that these are more closely linked to the progress pupils are making
 - ensuring that leaders work in partnership with parents who have concerns, to build their confidence and trust in the school.
- Improve teaching further, by:
 - strengthening teachers' assessment practice to ensure greater consistency and accuracy of assessment.

Inspection judgements

Effectiveness of leadership and management

Good

- Since her appointment in 2015, the principal has brought about significant improvement to the school. Her ambition, energy and steely determination to create a successful, happy school has brought purpose and vision to the school. She has acted decisively to improve the quality of teaching and learning. This has led to improvements in pupils' progress. As one parent commented, 'The school is now the best that it has been.'
- The principal's approach to all that she does is underpinned by her strong moral purpose to ensure the very best for every pupil at Western House. She has placed pupils' learning and well-being at the heart of the school's work. This has ensured that plans and improvements are closely aligned to securing improved outcomes for pupils. The fruits of this hard work are evident in the good progress current pupils are making and the outcomes for pupils in the 2016 assessments.
- The principal is ably supported by a team of senior leaders who have contributed effectively to the school's journey of improvement. Together they form a strong team, modelling by example in their own teaching and providing strong direction and leadership to others. This has led to improvements in the quality of teaching in the school.
- Leaders keep a close check on the quality of teaching and the progress pupils are making. They quickly respond if any pupils are not making enough progress, and make appropriate adjustments to teaching arrangements and support for pupils. Leaders' evaluations of teaching and learning are largely accurate; however, at present these are not as closely aligned as they could be to pupils' progress. In addition, subject leaders are relatively new to their posts and they do not yet play a full role in the drive for improvement.
- Staff are united in their support for the principal. They speak with great passion about the positive changes at the school since the arrival of the principal. Staff morale is high, as demonstrated by the way staff work hard, are fully committed to the school and are prepared to 'go the extra mile'. As one member of staff commented, 'The communal goal is clear and we are all passionate about achieving it.' Staff also know that they are held to account for the progress their pupils make and to meet the principal's high expectations.
- The trust's high-quality training has made a strong contribution to teachers' and leaders' knowledge, skills and confidence. Staff talk enthusiastically about their training and value the opportunity to network and learn from other professionals across the trust. This training has had a positive impact, enabling staff to take on additional responsibilities and become 'leaders in the making'.
- The curriculum is a strength of the school. Leaders have developed a stimulating curriculum that meets pupils' needs and captures their interest. The trust's 'childhood promise' ensures that pupils benefit from many visits such as going to the beach to build sandcastles, going to the theatre or visiting places of interest. These visits are not only memorable experiences, they also contribute well to pupils' learning. For example,

on a visit to the woods pupils learned about how the wood is managed and how to create works of art using natural materials.

- Specialist teaching in music, French and physical education enhances significantly the opportunities for pupils to learn and excel in these subjects. Provision for music is exceptional and inspirational. Many pupils relish the chance to play and learn music in extra-curricular activities. For example, many pupils attend the 'musical collective' held on Saturday morning and play in a variety of musical ensembles such as the reggae band. Over 40 pupils receive individual or small-group instrumental lessons including piano, violin, drums and saxophone. In addition, all pupils in Year 4 learn to play the steel drums. Performances such as the recent 'musical extravaganza' celebrate pupils' individual talents and enable pupils to shine. This makes a strong contribution to pupils' self-esteem and spiritual development.
- Leaders have used sports funding very well to enhance teaching and to provide a wide range of additional competitive sporting events for pupils. Many pupils speak enthusiastically about the opportunities they have to enjoy and participate in sport. Leaders have also used some of their additional funding for training to build capacity and skills within the staff team.
- Pupils' spiritual, moral, social and cultural understanding is well-developed. In subjects such as religious education and history, pupils learn about other cultures and customs and reflect on the feelings of others. For example, older pupils debated the 'big bang theory', learning about the science of this phenomenon and the beliefs Christians have about creation. Pupils learning about the Battle of Britain were able to reflect on how people in London felt during the blitz. When learning about maps and explorers, pupils learn about the role of the British Empire and discuss fairness, rights and responsibilities. These opportunities make a strong contribution to pupils' understanding of others and prepare them well for life in modern Britain.
- Leaders make effective use of the additional funds the school receives for pupils who have special educational needs and/or disabilities. Effective bespoke support for individual pupils ensures that these pupils achieve well. Leaders keep careful track of pupils' progress and make sure support is maximising pupils' learning. They carefully adjust support, as necessary, to meet pupils' needs.
- Leaders have rightly made the progress of disadvantaged pupils a high priority and have made sure additional funding for these pupils is used effectively. High-quality specialist teaching and support for small groups and individuals enables these pupils to make good progress. Leaders also ensure that all staff are fully accountable for the progress these pupils make.
- Parents who talked to inspectors were overwhelmingly supportive of the school and appreciate the 'visible' leadership and approachability of staff. However, some parents who responded to the online survey expressed concerns about the way the school has dealt with complaints and concerns about bullying. Inspectors found that school leaders have diligently pursued and investigated fully the few incidents of bullying alleged. However, leaders recognise that some parents and pupils have not been satisfied with the outcome of these investigations and that there is more to do to build their confidence.

Governance of the school

- Governance of the school is effective. Strong partnership work between leaders, directors and governors has contributed very effectively to improvements at the school. They have been on a journey together and there is purpose and clarity of ambition and vision for the school.
- Governors have a good understanding of the school's strengths and areas for further development. They are informed well through the principal's regular reports about all aspects of the school's work and through their focused visits to the school. Governors keep close strategic oversight of all aspects of the school's work and how well the school is doing in relation to their planned developments.
- Governors have a broad range of suitable skills and experiences to bring to the school and they sensibly draw upon expertise across the trust to strengthen their work. Networking groups across the trust enable governors from different schools to share expertise and to learn from each other. The trust's high-quality training has helped governors understand their roles and improve their understanding of specific areas such as safeguarding.
- Governors and directors from the trust hold leaders to account effectively. They also make good use of external consultants to conduct regular reviews of aspects of the school's work. This quality assurance ensures that there is external scrutiny and validation of the school's self-evaluation.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's records are of good quality and staff recruitment checks are carried out diligently. Leaders rigorously pursue safeguarding concerns with the local authority. They are tenacious in ensuring that support and intervention are provided for pupils and families who need help.
- Effective staff training has enabled all staff to have a good understanding of their responsibilities and be confident in knowing how to respond if they have a concern. Leaders with specific responsibilities for safeguarding are knowledgeable and provide effective guidance and support for other colleagues in the school.
- The school is a nurturing, caring environment in which every pupil is valued and cared for. Staff have very positive relationships with pupils and know them well. This means that staff are alert to any changes in pupils that may indicate a concern. Pupils feel safe in school. They are confident in knowing there is always a trusted adult they can speak to in school if they are worried about something.
- The school supports parents in helping to keep their children safe. For example, the school's website includes very helpful information for families about what to do if they have concerns.

Quality of teaching, learning and assessment

Good

- Good teaching enables all groups of pupils to make good progress. Teachers use their good subject knowledge to plan interesting lessons which effectively build on pupils' previous learning. Teaching is lively and engaging, inspiring pupils to learn. For example one pupil wrote 'this is called photosynthesis; what a great process this is'.
- Strong relationships between teachers and pupils mean that pupils feel safe to take risks with their learning and challenge themselves to do harder work. This also helps pupils to take part confidently in drama activities such as taking on the role of Oliver in 'conscience alley'. This activity helped pupils to develop their understanding of the historical context of this novel and reflect on the social and moral issues of the story.
- Teachers question pupils very well, capturing their interest and extending their learning. Teachers strongly promote pupils' reasoning and thinking. For example, teachers ask pupils to justify their answers to mathematics problems and to use precise mathematical vocabulary. Opportunities for pupils to solve real-life problems, such as planning a menu for a picnic, develop pupils' mathematical and collaborative skills well. Teachers develop pupils' calculation skills effectively so that over time their fluency, accuracy and confidence in calculation improves.
- Teachers ensure that work is well matched to pupils' needs, setting different 'layers' of challenge in lessons. However, on a few occasions work is a little too challenging for pupils who do not have the necessary skills or understanding to successfully tackle tasks. Leaders are aware of this and have already got plans in place to address this.
- During lessons, teachers monitor and respond to pupils needs, providing additional support or challenge as needed. Teachers give immediate feedback to pupils about their learning and are quick to pick up and address any misunderstandings. Teachers give helpful written feedback to pupils about their work, indicating where pupils have been successful and setting out their next learning steps. This makes a good contribution to pupils' good progress.
- Teachers assess pupils' learning and keep a careful track of the progress they are making towards their end-of-year targets. However, teachers' assessments of pupils' learning are not yet consistently accurate and this has led to, on occasion, an overgenerous view of some pupils' work.
- Teachers provide many opportunities for pupils to write in a wide range of meaningful contexts and for different purposes. This is effective in helping pupils to develop their writing skills. For example, in science, when learning about plants and flowers, pupils develop their writing skills by writing explanations and instructions.
- Teachers' effective and systematic phonics (letters and the sounds they represent) teaching ensures that pupils' early reading and writing is developed well. Pupils apply their skills well in their reading and their writing. Throughout the school, reading is promoted well and the attractive library is enjoyed and well used by pupils. Teachers help pupils to develop their understanding of different texts and to infer meaning. For example, in poetry pupils were asked to think deeply about what it is that makes a text more poetic. However, on a very few occasions the reading books that individual pupils have are not as well matched to their reading abilities as they could be.

- Teachers provide highly effective support for pupils who have special educational needs and/or disabilities. Tailored, sensitive, individual support is given to pupils to enable these pupils to play a full part in the lesson and to make good progress. Key workers have a very good knowledge of pupils, and their effective support and guidance helps pupils to learn well and grow in confidence.
- Pupils enjoy the homework 'project passports' and relish the opportunity to make and create things at home. This makes a good contribution to pupils' learning. There are many displays around the school of the many creative projects completed by pupils with their families. Pupils talk with pride about these accomplishments and understand how this learning is helping them. One pupil exclaimed, 'You do a lot of homework, so you learn.'
- Teachers have high expectations and expect pupils to do their best and to work hard. They set a strong moral code for pupils' conduct and behaviour. They praise pupils' good work and attitudes as well as challenging and addressing any inappropriate behaviour.
- Teachers write high-quality reports for parents to let them know how well their children are doing. Parents value and appreciate the well-run parents' evenings and welcome the opportunity to learn about their child's progress in school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes to learning and relish their learning challenges. They are confident and talk enthusiastically about their school. Pupils try their best in lessons and take pride in their many achievements. As one pupil commented about their writing, 'I'm proud of it.'
- Leaders and staff, including the child and family support worker, have a very good knowledge of the individual needs of children. They also positively and warmly embrace the whole family. Staff ensure that good-quality support is provided for individual pupils, including those with emotional difficulties. The school works extremely well with parents whose children have additional needs. Parents talk with passion and emotion about the way they and their children have been supported so well by the school.
- Pupils enjoy the many responsibilities they have to help around the school, and the school council enables pupils to have a voice. Pupils show care and concern for others who are less fortunate than them. For example, each class chooses a special charity to support during the year.
- Pupils know that exercise is important to keep fit and that you need to eat vegetables as part of a healthy diet. Pupils know how to keep themselves safe online, for example by not sharing personal information. Pupils also know about sun safety and the importance of wearing a sun hat to protect themselves.

Behaviour

- The behaviour of pupils is good.
- In lessons and around school pupils' behaviour is good, and the school is an orderly, well-organised environment for learning. Teachers have high expectations of pupils' behaviour. Pupils respond well to these expectations, and teachers take every opportunity to praise pupils for making good, positive choices. Pupils are polite and play happily together. They listen well in lessons and are respectful of each other and their teachers.
- The 'Western House way' values are effective in helping pupils understand important values such as tolerance, respect, friendship and honesty. Pupils have a good understanding of these values, which help to guide and shape their positive behaviour and attitudes. As one pupil explained, 'Without values you could make the wrong choices.' Pupils can also explain how these values will help them in the future, for example when they go to secondary school.
- A review of the school's behaviour and incident logs confirms that there are few incidents of bullying, derogatory language or unkind behaviour. When any incidents do occur the school deals thoroughly with them. Pupils confirm that since the new principal started at the school, incidents of bullying have significantly decreased and that bullying rarely happens. The school helps pupils understand what bullying means, the impact this has on others and the importance of reporting any incidents. For example, through their special anti-bullying weeks, assemblies and role-play activities.
- Pupils' attendance is broadly similar to the national average and is improving. The school has worked effectively with individual families to improve the attendance of pupils whose attendance had previously caused concern.

Outcomes for pupils

Good

- Over the past year the progress pupils make has improved considerably and it is now good. Leaders' and teachers' hard work and focus on improving pupils' outcomes is evident in the all-round improvements to pupils' learning and achievement.
- In 2016, pupils' achievement at the end of Year 6 was broadly in line with the national average in reading, writing and mathematics. Attainment in key stage 1 was also in line with the national average in reading and mathematics. While the proportions of pupils who achieved the expected standard in writing was similar to the national average, no pupils achieved a greater depth of learning in this subject. However, leaders have responded quickly to this and strong teaching is now enabling the most able pupils to achieve greater depth in their writing.
- In 2016, the proportion of pupils who achieved the expected standard in the phonics screening check was just above the national average. Disadvantaged pupils, however, did not achieve as well. School leaders have taken effective action to rapidly improve the progress and achievement of these pupils. All groups of pupils are now making good progress in their phonics.
- Across a wide range of subjects, pupils make good progress and achieve well. In science, pupils show an increasing understanding of scientific concepts and processes.

In French, pupils' speaking and listening develops particularly well and older pupils can translate simple sentences into English. In music, pupils develop an increasing understanding of different musical elements such as rhythm and melody. As one pupil commented, 'I am enjoying finding out how rhythm can be changed.'

- In 2016, disadvantaged pupils in key stage 2 achieved less well than other pupils. Leaders rightly reviewed how they were using the additional funding for disadvantaged pupils, significantly changing their approach and how they supported these pupils. Disadvantaged pupils are now making good progress, similar to their peers, as a result of specialist high-quality teaching and targeted support.
- Leaders have also acted swiftly to accelerate the progress of pupils in the current Year 5. These pupils did not make rapid enough progress in previous years due to a legacy of weaker teaching and many staff changes. These pupils are now making very strong progress due to highly effective teaching and support.
- Pupils who have special educational needs and/or disabilities make good progress. Through effective teaching and support many pupils make rapid progress in their learning, confidence and independence. These pupils receive caring, bespoke individual support tailored to their needs. Pupils who speak English as an additional language also make rapid progress because of the very good support and teaching they receive.
- The most able pupils make good progress and enjoy being challenged in class. In mathematics, pupils are challenged to solve complex problems and explain their learning. For example, when learning about fractions pupils find the equivalent decimals and percentages, and are able to justify and explain why these are the same proportions.
- Pupils enjoy reading, and their interest in books is enhanced by their regular visits to the library. Pupils can name many different authors and talk confidently about some of their favourite novels. Throughout the school, pupils' writing is developed well. Over time, pupils develop greater stamina for writing, make more adventurous vocabulary choices and write increasing complex sentences. Generally pupils present their work with care, and leaders are already taking steps to improve pupils' presentation where it is not as good as it could be.
- Pupils' strong progress, growing confidence and independence ensure that they are well prepared for their transition into secondary school.

Early years provision

Good

- The early years is a happy, purposeful, nurturing environment in which children thrive. Relationships are warm and supportive, enabling children to make a confident, good start to their school life. Children are safe and feel safe, and staff attend very well to their welfare needs. Key workers provide good-quality support for groups and individuals, particularly for those children with additional specific needs. This support helps all children make good progress with their learning and in their social and emotional development.
- Teachers have good subject knowledge and understanding of children's early development. They use this knowledge well to plan and organise effective learning activities which capture and sustain children's interests. The environment, inside and

outside, is well resourced, bright and attractive. Well-designed activities enable children to learn independently through play and exploration. For example, children enjoy discovering and finding out about the different dinosaurs hidden in the sand pit. Children's play is purposeful and they show interest, curiosity and enjoyment in their learning. Children particularly love playing the different musical instruments, creating their own music with each other.

- Phonics is taught well and a highly structured approach across the early years enables children to make good progress in reading. Early reading, writing and number are developed well through group, class and independent activities. Adults guide children well to help them sound out and write different sounds and words.
- Children learn to retell familiar stories such as 'The fish who could wish'. These kind of activities also lead to rich opportunities for children to develop their speaking, knowledge of phonics, reading and writing. Over time, children make good progress in their writing skills, from emergent writing through to writing the 'perfect sentence'.
- Teachers promote speaking and listening very well, and plan many opportunities for children to talk about their learning. The school's approach of asking children to rehearse orally their writing contributes well to children's early language development. Adults also model language to children very well.
- Teachers carefully track children's progress through regular, timely observations of children's learning and play. Observations are captured in learning journals, and teachers use this information well to plan children's next learning steps. These high-quality journals also exemplify the rich opportunities children have to learn across all areas of learning.
- Children show kindness and courtesy, share well and take turns with each other. They learn about how to behave well through the school's work on 'behaviour superheroes'. Children show sensitivity and kindness to living things, for example when finding a bee on the ground that needed help to find a new home. Looking after newly hatched chicks also develops children's understanding and care of living things and the world around them.
- Children's learning about the world around them is further enhanced by the many visits the school organises, including a visit to a local farm. Children also learn about important cultural traditions and join in with celebrations such as the 'red, white and blue day' in celebration of Queen Elizabeth.
- Clear routines and expectations support children's independence well. For example, children select their healthy snacks independently and tidy away sensibly, putting their fruit waste in the bin. Resources are well organised and labelled to help children get out and tidy away equipment.
- Many children enter Nursery with skills, knowledge and understanding that are well below those which are typical for their age. Through strong teaching, children make good progress. By the end of their year in Reception the proportion of children who achieve the early learning goals is broadly in line with the national average. All groups of children, including those that are disadvantaged, make equally good progress. These positive outcomes and effective transition arrangements mean that children are well prepared for their transition into Year 1.

- Leadership of the early years is good and this has led to improvements in the quality of teaching and learning and outcomes for children. Leaders have made good use of outside consultant support. They have drawn upon this support effectively to improve the quality of the early years. Leaders have a good understanding of the strengths and where further improvements could be made to the early years. They are ambitious and want to make further improvements. For example, leaders have plans to increase the proportion of children who exceed the early learning goals.
- Partnership with parents is very strong and through parents' evening and regular communication, parents feel very well informed. Parents are warmly welcomed as partners in their child's education. For example, parents are invited to share their children's achievements and 'wow' moments from home which are then displayed with pride in the setting. Strong induction procedures, including home visits, help staff know children and their families well prior to induction. This also builds good relationships with children and their families from the very beginning of their school days.

School details

Unique reference number	140857
Local authority	Slough
Inspection number	10032510

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	696
Appropriate authority	Academy Trust
Chair of the governing body	Liz Herod
Principal	Coral Snowden
Telephone number	01753 526326
Website	www.westernhouse.slough.sch.uk
Email address	whaoffice@theparkfederation.org
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Western House Academy is larger than the average-sized primary school. It is one of seven schools in The Park Federation Academy Trust. The school joined the trust in 2014.
- The principal was appointed in October 2015, initially as interim principal prior to her permanent appointment as principal in January 2016.
- Pupils come from a wide range of ethnic backgrounds, with the largest groups being White British, Pakistani and Indian. The proportion of pupils who speak English as an additional language is above the national average.

- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average.
- The early years consists of a Nursery class which children attend on a part-time basis, and three full-time Reception classes.
- The school meets the government floor standards which are the minimum expectations for attainment and progress.

Information about this inspection

- Inspectors observed learning in 21 lessons, six of which were joint observations with senior leaders. In addition, inspectors made some short visits to lessons.
- Meetings were held with the principal, members of the leadership team, middle leaders and other staff from the school. The lead inspector met with four members of the local governing body, including the chair, and a director from the trust. The lead inspector also held a telephone conversation with a representative from the local authority.
- Inspectors held meetings with pupils and spoke to pupils in class and during lunchtime. Inspectors observed pupils' behaviour at breaktime and lunchtime as well as around the school and in lessons.
- Inspectors listened to pupils read, looked at pupils' work in books and discussed pupils' progress with leaders.
- Inspectors took account of the 86 responses to Ofsted's online survey, Parent View, and the 61 free-text responses from parents. Inspectors also met with a group of parents and met parents on the playground at the beginning of the school day.
- Inspectors took account of the 53 survey responses submitted by staff.
- Inspectors reviewed the checks made on staff about their suitability to work with children as well as a wide range of records and documents relating to behaviour, attendance, child protection and safeguarding. Inspectors also reviewed other school documents including improvement plans, evaluations of teaching and learning, performance management, curriculum plans, information about pupils' learning, records of governor visits and minutes of meetings.

Inspection team

Sue Cox, lead inspector	Her Majesty's Inspector
Eileen Northey	Ofsted Inspector
Frances Bartlett	Ofsted Inspector
Kevin Burrell	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.

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