

# Potters Bar Clinic School

Potters Bar Clinic, 190 Barnet Road, Potters Bar, Hertfordshire EN6 2SE

## Inspection dates

19–21 March 2019

|  |                             |
|--|-----------------------------|
| <b>Overall effectiveness</b>                 | <b>Inadequate</b>           |
| Effectiveness of leadership and management   | <b>Inadequate</b>           |
| Quality of teaching, learning and assessment | <b>Requires improvement</b> |
| Personal development, behaviour and welfare  | <b>Inadequate</b>           |
| Outcomes for pupils                          | <b>Requires improvement</b> |
| Sixth form provision                         | <b>Requires improvement</b> |
| Overall effectiveness at previous inspection | Not previously inspected    |

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders do not act in the best interests of pupils to keep them safe or to protect their welfare. They do not safeguard pupils well.
- Leaders have an insufficient understanding of the legal guidance designed to keep children safe. Leaders' understanding about their role to work with external partners and agencies is woefully underdeveloped.
- Over time, leaders do not monitor, record or address serious incidents appropriately or in line with their own policies.
- Leaders lack a coherent understanding of the independent school standards. There is an entrenched excuse-culture among some leaders about their lack of compliance with the required standards.
- Some leaders adhere stubbornly to an overgenerous view about the quality of provision, despite significant evidence to the contrary. They do not demonstrate capacity to bring rapid and urgent improvements to the school.
- Leaders have not provided the proprietor and the management committee with accurate information about the significant issues that they face.
- Previous staffing changes and weaknesses in some aspects of the curriculum mean that pupils are not yet being well supported to make good progress, including in the sixth form. These areas require improvement.

### The school has the following strengths

- The headteacher, deputy headteacher and school staff develop positive relationships with pupils. Most pupils' attitudes to learning improve in a relatively short time.
- The proprietor has a perceptive understanding about the complex needs of pupils. She is unequivocal in her resolution to improve the provision meaningfully for pupils.

### Compliance with regulatory requirements

The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

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

- The proprietor, management committee and leaders must urgently address the serious and significant weaknesses in safeguarding and welfare by:
  - developing a thorough understanding of legal guidance and how they should work with other agencies, including, for example, local authority multi-agency safeguarding hub (MASH) teams
  - developing a wider understanding of leaders' role in safeguarding pupils beyond 'school time' and their role in challenging other stakeholders about how they are safeguarding pupils
  - establishing clear protocols for the monitoring and safeguarding of pupils when pupils are being educated in the school site, in the clinic wards and are transitioning between the two
  - training staff in these agreed protocols and systems and improving their vigilance in identifying and reporting potential signs of concern
  - establishing robust and rigorous systems to monitor, record and act on serious incidents during school time, including logs of accidents and first aid
  - reflecting on serious incidents, so that meaningful and well-developed learning points can be embedded into future school practice.
- Rapidly coordinate the work between the proprietor, management committee and leaders to:
  - establish a rigorous quality assurance process, so that the proprietor, management committee and leaders have an accurate understanding about the issues and the quality of education
  - ensure that the school leaders get the urgent training, capacity and support that they require
  - establish a thorough understanding of the independent school standards and systems to check routinely that these are being maintained
  - establish thorough reviews of pupils' wide-ranging needs, so that pupils have high-quality support, including well-coordinated learning plans, personal education plans (PEPs) and annual reviews
  - develop the curriculum so that it is more bespoke to pupils' needs, in line with the clinical support they are receiving and closely aligned with the school's curriculum policy.
- Improve the quality of teaching, learning and assessment and improve pupils' achievement, including in the sixth form, by:
  - developing ward-based provision, so that it supports pupils' learning effectively

- using pupils' individual education plans, PEPs and education, and health and care (EHC) plans precisely to ensure that teachers are planning for the wide range of pupils' needs in lessons
- enhancing the opportunities for pupils to engage in work-related learning, where appropriate, that links closely to their abilities, aspirations and needs.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders have failed in their legal responsibility to safeguard pupils effectively. Poor-quality systems to safeguard pupils have led to weak oversight and systematic errors in the management and care of vulnerable pupils in the school. As a result of the weaknesses in leadership, the safeguarding of pupils is ineffective.
- Leaders have not established or implemented well-thought-out protocols about how pupils can safely move between the clinic wards and school areas. There have been serious incidents, and, although they have undertaken some building works, leaders have failed to address this ongoing weakness meaningfully and thoroughly.
- Too often, leaders' policies bear little resemblance to the practice in the school. Leaders apply confused and sometimes makeshift protocols to incidents as they occur, rather than following any agreed format or process. For example, there are no records of any accidents or first-aid treatments in the school's log, which contradicts information in the school's behaviour log.
- Leaders do not have an agreed understanding of and do not review what constitutes serious incidents. As a result, there is a not a coherent record of all serious incidents that occur during the school time. The school reported two serious incidents since opening. The behaviour log shows that this is not accurate.
- Leaders do not have an agreed process for recording physical restraints when they occur during school time. The school reported that there have been two incidents of physical restraint since the school opened. The behaviour log shows that this is not accurate.
- Poor-quality, haphazard, inconsistent and inaccurate record-keeping about safeguarding, welfare and behaviour means that leaders have a very limited view about the issues that they face. They are not reporting accurately to the proprietor and management committee.
- Leaders do not understand their role in maintaining the independent school standards. Too often, leaders see the responsibility as someone else's, fail to understand the requirements, or excuse the poor maintenance of these standards. The school is failing to meet a range of standards, including those related to drinking water, health and safety, first aid, the curriculum and providing information about expenditure and funding.
- Despite overwhelming amounts of paperwork, leaders are not ensuring that they are getting the basics right. Too often, essential legal paperwork that should have been completed previously, such as annual reviews and PEPs, alongside the school's individual education plans, lacks depth and detail about how they are meeting pupils' learning needs. Leaders do not have a systematic way of checking that they are meeting pupils' learning and mental health needs consistently well.
- Leaders do not challenge themselves as to whether they are doing well enough by their pupils. For example, despite significant emerging concerns throughout the inspection, leaders were resolute in their overgenerous views about the quality of provision in the school. It was not until the end of the inspection that some leaders acknowledged the significant failings and the lack of capacity to drive standards forward.

- Although pupils study a breadth of subjects, these subjects sometimes lack depth. For example, despite leaders advocating a highly individualised personal, social, and health education curriculum, in practice this provision is generic to all pupils no matter what their background or needs. Leaders have not ensured that their policy on the curriculum meets the practice of teachers and the needs of pupils well enough.
- Staff appreciate and value the ongoing training that they have received this year. Leaders use their monitoring of teaching to plan appropriate training for all staff. However, aspects of staff training about how to meet the mental health needs of pupils and provide high-quality learning opportunities in line with this are still in their early stages.
- The deputy headteacher, who has daily responsibility for the running of the school, is a dedicated leader. She is working relentlessly to try to ensure that the day-to-day running of the school is effective. However, she has not had training or time to develop her strategic role and understanding more precisely.
- Staff very quickly develop positive relationships with pupils in the provision. This means that more pupils are accessing education over time, in both the school site and within the clinic wards. For the vast majority of pupils, their attitudes to learning and behaviour during school time improve after they join the school. This is a significant improvement for these pupils who have very complex mental health needs and who are very vulnerable when they arrive at the school.

## **Governance**

- The current policies do not match the most up-to-date governance arrangements in the school. This is because the proprietor has sought to refine and improve governance since the school opened by reducing the number of members on the management committee. The current management committee consists of the proprietor and the head of education for a group of schools including Potters Bar Clinic School.
- The proprietor has failed to ensure that safeguarding arrangements are effective and that the independent school standards are met. Much of the responsibility for the daily running of the school and quality assurance of the provision has been devolved to other leaders. This means that the proprietor is too reliant on the information provided by leaders in the school. This information is inaccurate and lacks important detail about the significant issues in the school.
- The checks made by the management committee on the quality of provision are overly generous and lack rigour. The inspector was provided with only two visit notes to the school since it opened. These provided very limited evidence of the breadth and scope of the checks being made on leaders' work. Leaders have not been routinely challenged enough on the evidence that they provide and the quality of provision.
- The proprietor has an insightful understanding about why the inspection findings are so concerning. She exhibits a 'no-nonsense, no-excuses' view about failings identified during the inspection. She has a clear understanding about the provision needed for pupils, which is very different to that in the proprietor's other schools.

## Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders do not understand well enough the legal guidance to safeguard pupils. They have a very limited understanding about how they should be working with external agencies, most notably, but not exclusively, the local authority MASH teams.
- When incidents occur, leaders do not challenge other stakeholders well enough about how well they are safeguarding pupils, even when there are serious concerns about pupils' safeguarding. They do not seek advice from local authority MASH teams to review whether they need to take more action.
- Leaders do not have clear protocols for monitoring and safeguarding pupils when working with their health colleagues. This includes when pupils are moving between the school area and clinic wards. Leaders have not taken appropriate action to secure better safeguarding processes, despite serious and significant issues that have occurred since the school opened.
- Serious incidents are not being logged appropriately. There are no records of accidents, or first-aid treatments, despite numerous events occurring during school time.
- Leaders are not vigilant to signs of potential safeguarding concerns. They are not curious about what other information tells them about pupils' safety and well-being. Their understanding about the breadth of information that they need to consider is far too limited.
- Records of safeguarding concerns are inaccurate. These records do not match the other logs kept by the school. Leaders do not have a sufficient overview of the frequency and nature of the range of safeguarding issues that have occurred since the school opened. They are not reporting this accurately to the management committee and proprietor.

### Quality of teaching, learning and assessment

### Requires improvement

- Staffing changes since the school opened have had a negative impact on pupils' ability to make consistently good progress across the curriculum. With greater staffing stability this term, teachers are starting to better identify what pupils already know and can do. This is helping them to plan more effectively across subjects.
- Teachers are not being given precise guidance about pupils' learning needs. Teachers do not know well enough whether they are meeting learning needs as identified in documentation such as annual reviews, EHC plans and PEPs sufficiently well.
- While there is evidence of stronger practice, teachers are not consistently using their knowledge and understanding of pupils' interests and aspirations to enthuse pupils in their learning across the curriculum. As a result, although pupils sometimes produce high-quality work in their favourite subjects, not all teachers use this opportunity to further encourage pupils to achieve the same quality of work routinely in other subjects.
- Teachers are not as confident to provide high-quality learning opportunities on the clinic wards as they are in the main school site provision. The quality of learning in the wards is more varied than in the main school.
- Teachers and teaching assistants are still developing their confidence and understanding of teaching and assessing wider curriculum subjects and new qualifications to the school,

for example in health and social care. However, the curriculum and assessment systems for other subjects, such as computing, are not fully developed.

- Teachers are developing a stronger understanding of teaching and assessment in English and mathematics in the school. This is helping pupils to access opportunities in these important subjects more routinely. However, on occasion, when pupils miss lessons, teachers are not ensuring that they sequence learning over time to help them to catch up quickly.
- Teachers and staff are beginning to use music and art effectively to support pupils' social, emotional and mental health needs. Many pupils are keen to engage in these sessions and successfully develop concentration and communication skills through them.
- Reading is beginning to play a prominent role across the entire school. Teachers are working routinely with pupils to develop a love of and engagement with reading. Pupils talk about using reading as a strategy to support their mental health. Leaders have invested in reading material that is appropriate to the age, interests and abilities of pupils within the school.
- The learning environment of the school site is a positive and welcoming one. Pupils who started at the school when it first opened played a central part in the creation of this space. As a result, pupils' work is a prominent feature of the school displays.

## **Personal development, behaviour and welfare**

## **Inadequate**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils' mental health needs mean that they struggle to keep themselves safe independently. Leaders do not take all reasonable and appropriate action to ensure that pupils are kept safe by adults around them. Subsequently, pupils' personal development and welfare are inadequate.
- Pupils' welfare is not being well managed through the risk assessment process. Although detailed, there is not a sharply joined-up approach between pupils' risk assessments, pupils' PEPs, EHC plans and annual reviews, and the most recent significant and serious incidents. This inhibits leaders' ability to risk assess pupils accurately and meet their welfare needs.
- While there is accessible drinking water on the clinic wards, there is no easily accessible drinking water in the school area. Leaders pointed the lead inspector to a large bottle of water that is in a locked office and the water facilities in the staff toilet as being suitable for drinking. This not only fails to meet the independent school standard but also exhibits a worrying lack of concern for pupils' welfare and dignity.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils arrive with complex and significant social, emotional and mental health issues and often after missing extended periods of formal education. From this starting point, pupils quickly develop positive relationships with school staff.

- School staff work with pupils well to get them involved in their studies. School staff show patience and composure in dealing with pupils' behaviours. Staff skill in this has been enhanced by their recent training in attachment disorders.
- Pupils' attitudes to learning show marked improvement after pupils join the school. Although most pupils are only accessing provision on a part-time basis, their attitudes are increasingly improving. Pupils are now showing meaningful interest in new subjects and in the future opportunities for college, apprenticeship and employment. Pupils are completing better-quality work in these new subjects.
- Pupils, in part, value their opportunities to make the school area a positive learning environment. Teachers work positively with pupils on the wards to encourage them to attend lessons on the school site. In the main, more pupils gain confidence as the day progresses to attend and engage in lessons positively.

### **Outcomes for pupils**

### **Requires improvement**

- The school opened in July 2018. No pupils sat examinations in that year. There were no pupils in Year 11 in the school during that time who went on to post-16 destinations.
- Pupils' outcomes in their social, emotional and mental health development require improvement. Leaders do not work with health professionals to review this aspect of their curriculum to see what else they can do to enhance health professionals' work. This is a weakness in the curriculum and in pupils' outcomes.
- Pupils acquire knowledge and skills across subjects, but this is not building on their prior learning well enough. This is because leaders are not guiding teachers about how to meet pupils' learning needs precisely. Consequently, pupils' progress across the school is uneven.
- Leaders are still developing programmes for pupils to gain recognised qualifications in a wider range of subjects, as they move into key stage 4. These are developing more rapidly now that staffing is stable.
- Pupils are making progress in English and mathematics. Leaders use a range of information to assess pupils' knowledge and skills. They then create a bespoke package of learning in these subjects for each pupil. However, on occasion, those pupils who have irregular attendance are not being as well supported to catch up in their learning.
- Pupils are accessing routine reading material at an age-and-ability-appropriate level. Pupils are engaging with reading more positively. This is helping pupils to access a wider range of curriculum provision.
- The most significant improvement in pupils' outcomes thus far in the school is in the development of their attitudes to learning. In a relatively short space of time, given the complexity of pupils' needs, pupils are successfully developing more positive attitudes towards their learning. Although incremental for individual pupils, this is a positive first step to improved outcomes for pupils.

## Sixth form provision

## Requires improvement

- Around half of the students in the school currently are of sixth-form age.
- Standards in the sixth form mirror those of the teaching, learning, assessment and outcomes in the wider school already reported upon.
- Leaders are securing a wider variety of opportunities for students in qualifications and accreditation. This is very much in line with pupils' aspirations and interests. However, on occasion, they are not considering whether these meet pupils' abilities, especially those of the most able students.
- Leaders are seeking to widen students' opportunities for employment, training or education when they leave the school. Leaders are securing possible college placements and apprenticeships for current students. They are starting to support students to prepare for these post-18 destinations, through impartial careers guidance and support for interviews.
- Leaders are starting to develop ways to gather students' views meaningfully, including how they might better serve students' aspirations regarding work-related learning.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 145962   |
| DfE registration number | 919/6009 |
| Inspection number       | 10084578 |

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

|  |  |
|--|--|
| Type of school                         | Other Independent Special School   |
| School category                        | Independent school   |
| Age range of pupils                    | 11 to 19   |
| Gender of pupils                       | Mixed  |
| Gender of pupils in the sixth form     | Mixed  |
| Number of pupils on the school roll    | 15   |
| Of which, number on roll in sixth form | 7  |
| Proprietor                             | Kath Murphy  |
| Headteacher                            | Eileen Field   |
| Annual fees (day pupils)               | £31,500  |
| Telephone number                       | 01707 858585   |
| Website                                | <a href="http://www.elysiumhealthcare.co.uk/education/schools/potters-bar-clinic-school/">www.elysiumhealthcare.co.uk/education/schools/potters-bar-clinic-school/</a> |
| Email address                          | info@elysiumhealthcare.co.uk   |
| Date of previous inspection            | Not previously inspected   |

## Information about this school

- Pupils who attend this school are patients at Potters Bar Clinic.
- Potters Bar Clinic provides a CAMHS (child adolescent mental health service) tier 4 low secure service through the National Health Service for pupils with personality disorders and complex social, emotional and mental health needs.
- The proprietor for this school is also the proprietor for three other specialist schools: Rhodes Wood Hospital School, Crossley Manor School and Brighton and Hove Clinic

School. There is a head of education who undertakes quality assurance work across all four schools.

- This was the first full standard inspection of the school, following its pre-registration visit in June 2018.
- The school provides full-time education to pupils with special educational needs and/or disabilities. Some of the pupils have an EHC plan.
- Admission to the school is via admission to the clinic. Pupil places are funded by the local authority.
- The school does not receive additional funding for disadvantaged pupils or Year 7 catch-up funding.
- Although the school is registered to have pupils from the age of 11 years old, it did not have any pupils in key stage 3 at the time of the inspection.
- The school has received no complaints since opening.
- The headteacher has responsibility for both Potters Bar Clinic School and Rhodes Wood Hospital School. She splits her time between the sites.
- The headteacher was on a planned leave of absence during the inspection.
- The deputy headteacher is running the school during the headteacher's absence.

## Information about this inspection

- The inspector conducted learning walks and reviewed pupils' work alongside leaders. She also held meetings with the deputy headteacher and the head of education for the four schools run by the proprietor and had a telephone conversation with the proprietor.
- The inspector reviewed a range of the school's documentation, including that relating to safeguarding pupils, achievement, attendance and behaviour.
- There were no responses to Ofsted's online questionnaire Parent View or to the pupil survey. All 10 responses to Ofsted's survey of staff were taken into consideration.
- The inspector spoke with pupils informally around the school and observed pupils' learning and movement between lessons, on both the clinic wards and in the school area. She also spoke to a parent on the telephone.

## Inspection team

Kim Pigram, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if–
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work–
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(d) personal, social, health and economic education which–
    - 2(2)(d)(i) reflects the school’s aim and ethos;
  - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(g) demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that–
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
  - 9(b) the policy is implemented effectively; and
  - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 16 The standard in this paragraph is met if the proprietor ensures that–
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

### **Part 5. Premises of and accommodation at schools**

- 28(1) The standard in this paragraph is met if the proprietor ensures that–
  - 28(1)(a) suitable drinking water facilities are provided;
  - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such.
- 28(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if–
  - 28(2)(a) they are readily accessible at all times when the premises are in use; and
  - 28(2)(b) they are in a separate area from the toilet facilities.

## **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
  - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
  - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;
  - 32(1)(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority.
- 32(3) The information specified in this sub-paragraph is–
  - 32(3)(c) particulars of the policy referred to in paragraph 2.

## **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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