

Greek Primary School of London

3 Pierrepont Road, Acton, London W3 9JR

Inspection dates

9–11 January 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
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	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The proprietors and leaders do not have a secure understanding of the independent school standards to ensure that they are consistently met.
- Leaders have not been rigorous enough in evaluating the school's effectiveness to identify its strengths and weaknesses.
- Leaders are not sufficiently challenged on the work they do to bring about improvements.
- Leaders do not check the quality of teaching and learning frequently enough to ensure continuous improvements.
- Leaders do not ensure that staff routinely receive training on safeguarding.
- Sometimes the most able pupils are not challenged sufficiently to help them make the progress of which they are capable.
- The outdoor provision is not effectively used to support children's learning in the early years.
- Some pupils do not have sufficient opportunities to practise and develop their writing skills in English.
- Some pupils lack the skills to read unfamiliar or difficult words in English.
- The school's work on promoting British values and preparing pupils for life in modern Britain is not sufficiently developed.

The school has the following strengths

- The new headteacher is highly ambitious and is bringing about positive improvements.
- The quality of teaching is good and pupils make good progress. Pupils' outcomes are good.
- Staff morale is high.
- Pupils' behaviour and their personal development and welfare are good.
- The early years provision is good and children make good progress.
- Parents and carers are supportive of the school's leadership and said that their children are safe, happy and well cared for.
- Pupils enjoy coming to school and their attendance is high.

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?

- Improve the quality of leadership and management by ensuring that:
 - leaders and proprietors have a secure understanding of the independent school standards to ensure that they are consistently met
 - the school evaluates its strengths and weaknesses effectively to bring about improvements
 - senior leaders are consistently held to account for the work they do
 - leaders check the quality of teaching regularly and provide timely feedback to teachers on how to improve
 - staff routinely receive training on safeguarding
 - British values are effectively promoted and pupils are fully prepared for life in modern Britain.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - the most able pupils are challenged consistently so that they make the progress of which they are capable
 - there are sufficient opportunities for pupils to practise and improve their writing skills in English
 - pupils have effective strategies to read difficult or unfamiliar words to improve their reading skills in English.
- Improve the early years provision by ensuring that the outdoor area is used effectively to support and extend children's learning.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership over time has not been effective in ensuring that the independent school standards are consistently met. This is because leaders, including proprietors, have an insecure understanding of the independent school standards.
- Leaders do not have effective checks in place to identify the school's strengths and weaknesses. Improvement plans are not sufficiently developed.
- There is insufficient challenge from the proprietors to hold senior leaders to account for the work they do. The frequent changes in the headteacher and staff affects the school's capacity to drive improvements.
- There is insufficient monitoring of teaching and learning, including checks on pupils' books, to see how well they are learning. Consequently, teachers are not fully secure on how to improve their classroom practice further.
- Leaders have not ensured that the school's work actively promotes British values and prepares pupils for life in modern Britain. Some pupils that the inspectors met said they would like to learn more about different cultures and religions.
- Although pupils show respect for people from different cultures and backgrounds, there is insufficient emphasis on encouraging respect in relation to some of the protected characteristics. There is, for example, insufficient coverage of disability equality issues in the curriculum.
- Leaders have updated the safeguarding policy to meet the current government requirements. However, leaders have not ensured that the safeguarding policy is available to parents.
- Leaders have not ensured that the school's website is updated to include all the relevant information to parents, including school policies.
- Although risk assessments are in place, they have not been updated to identify any potential risks. Leaders have also not updated the risk assessment policy.
- Leaders have ensured that there have been recent safety checks on gas and electrical equipment with regular fire drills. However, fire risk assessments are not routinely completed to conform to the Fire Safety Order 2005.
- Although there is an equalities policy in place, leaders do not have arrangements to fulfil its duties under schedule 10 of the Equality Act 2010.
- The curriculum, which is based on the Greek national curriculum, is broad and balanced and engages pupils well in their learning. The curriculum covers a wide range of subjects to promote pupils' skills in numeracy, literacy, speaking and listening. The curriculum promotes pupils' spiritual, moral, social and cultural development well. Although there are some visits for pupils to extend their learning, these are limited. Pupils said that they would welcome more educational visits to widen their horizons.
- At the school's previous full inspection in October 2014, leaders and proprietors were effective in meeting all of the independent school standards. However, leaders have not ensured that all of the standards continue to be met. The unmet standards are not such

as to have had a negative impact on pupils' welfare, health and safety, academic or personal development, including the promotion of pupils' spiritual, moral, social and cultural development.

- The headteacher is ambitious and highly committed and has already had an impact on school improvement since her appointment. For example, an improved system for tracking pupils' progress across the curriculum subjects is now in place.
- Leadership over time has ensured that the quality of teaching is good and pupils make good progress.
- Almost all parents that responded to Ofsted's online survey, Parent View, and all who spoke to the inspectors were supportive of the school's leadership.

Governance

- The proprietors have not ensured that the school continues to meet all the independent school standards.
- The proprietors have not worked with senior leaders closely enough to evaluate the effectiveness of the school.
- The proprietors have not ensured that there is smooth transition for the headteacher and staff coming into the school from Greece. The proprietors have also not ensured that all the policies are kept updated and made available to parents.
- The proprietors' representative, who is the administrator/supervisor and 'education counsellor', visits the school regularly to check the quality of teaching and running of the school. The educational counsellor is highly skilled and qualified and has a strong teaching background in the Greek education system.
- The education counsellor observes the quality of teaching and learning and provides feedback and training to teachers to improve their classroom practice. For example, the education counsellor has worked well with teachers on how they can improve their feedback to pupils on their work. This was one of the areas for improvement in the last inspection.
- The education counsellor meets with the headteacher to share the strengths and weaknesses of the teaching observed. This is in line with the requirements of the Greek education system where the headteacher is not formally and directly involved in checking the quality of teaching and learning. However, the education counsellor and the school leaders have plans in place to informally carry out joint observations of teaching and learning and book checks.
- The education counsellor and leaders have not ensured that there are written records of the quality of teaching across the school. They have not worked closely enough to evaluate the effectiveness of the school. Overall, there has been a lack of challenge to school leaders over time to bring about improvements.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policy makes it clear what signs staff need to look out for and the reporting procedure to keep children safe. Although staff receive training on safeguarding

issues, the annual changes in staffing means that staff overall are not regularly updated on safeguarding. However, the school's practical arrangements for safeguarding are effective. Leaders and staff ensure that pupils are well cared for and kept safe. There is a culture of vigilance and staff know the procedures for reporting if they have any concerns about a child's safety. However, leaders are planning further training for staff in line with the current government guidance.

- There have been no concerns relating to safeguarding and pupils' safety since the last inspection. There are good links with parents and local authority designated safeguarding officers to keep pupils safe. There have been no referrals to the local authority in relation to safeguarding and child protection issues since the last inspection.
- The proprietor, the Greek Embassy, ensures that all staff are vetted to make sure they are suitable to work with children.
- The parents that the inspectors met had no safeguarding concerns and stated that their children are well cared for and kept safe by the school.
- All parents responding to Parent View stated that their children feel safe and happy at school.

Quality of teaching, learning and assessment

Good

- The quality of teaching is good and is particularly strong in the Greek curriculum. Teachers have good subject knowledge and they use questioning well to test and consolidate pupils' understanding. Teaching assistants are used well to support pupils' learning, particularly those who are low-attaining, to ensure that they make good progress.
- Staff are highly qualified, committed and know all the individual pupils well.
- There are very positive relationships between pupils and staff based on mutual respect. Teachers make good use of praise. Consequently, pupils are motivated and are keen to learn and do their best.
- Pupils show great confidence in speaking Greek. They read well in Greek and teachers provide them with good opportunities to read from a range of texts. Teachers ensure that pupils use the correct pronunciation when reading. Teachers model language well so that pupils make rapid progress in their spoken Greek. Pupils demonstrate good skills in their writing and write well for different purposes.
- Staff ensure that there is strong focus on Greek culture, arts, food and poetry to reinforce pupils' cultural identity.
- The teaching of mathematics is particularly strong. Pupils are encouraged to use their thinking skills and share their strategies to solve mathematical problems.
- Teachers monitor pupils' progress closely and ensure that any misconceptions are quickly identified to move their learning on. This particularly helps pupils who sometimes find the work challenging, including the lower-attainers, to make good progress.
- The teaching of physical education has improved through the use of a specialised teacher and a range of resources. This contributes well to promoting teamwork and pupils' physical well-being.

- Pupils enjoy their science lessons. In a Year 5 (English curriculum Year 6) class, the teacher used a model of the human digestive system effectively to highlight the functions of different organs involved in digestion. This supported pupils' understanding of the digestion process well.
- Year 1 (English curriculum Year 2) pupils used pictures in the newspaper effectively to discuss and debate issues to do with pollution. Some pupils shared their own experiences of seeing pollution in the sea in Greece.
- In a Year 4 (English curriculum Year 5) geography in lesson, pupils consolidated their understanding of the climate and coastline of Greece.
- Teachers typically have high expectations of pupils. However, sometimes the most able pupils are not sufficiently challenged to help them make the progress of which they are capable. Occasionally, they have to wait for other pupils to catch up when they could be moving on to tackle more challenging work.
- In English, pupils make slower progress with their reading and writing compared to in Greek. In English, some pupils lack the skills to read unfamiliar or difficult words to help them improve their reading. In English writing, there are insufficient opportunities for pupils to practise and improve their writing skills. Occasionally, pupils' mispronunciation of words in English is not picked up. This slows their progress in English.
- Leaders know that displays in classrooms and around the school could be improved further to support pupils' learning and celebrate their achievements.
- Almost all parents that responded to Ofsted's online survey, Parent View, and all who spoke to the inspectors said that their children are taught well at 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 high levels of concentration and strong attitudes to their learning. This has a positive impact on the progress they make. Pupils are proud of their school.
- Pupils are kind, friendly and courteous. They interact well and show much respect for each other and adults.
- Pupils who arrive at the school from Greece at different times during the year are integrated well into the school. Consequently, pupils settle to routines quickly and are ready to learn.
- Pupils said that they 'always feel safe' in the school and are well cared for. A few pupils said that 'we are like a family'. They said that if they have any concerns, they would tell a member of staff, and trust them to 'sort things out'.
- Pupils know about road and fire safety and said that visitors come to the school to talk about safety issues. Pupils know how to keep themselves safe when using the internet. Older pupils know about the dangers associated with cyber bullying. Pupils who spoke to the inspectors said that bullying is very rare at the school. The school has an anti-bullying day where pupils learn about keeping safe. There are further sessions planned for pupils on the dangers of extremism and radicalisation.

- Pupils understand that racism, sexism and homophobia are unacceptable and said they do not recognise such issues occurring in the school.
- Although there is insufficient emphasis on different cultures through teaching, pupils are respectful of other cultures and faiths. Pupils said that they would like to know more about religious diversity represented in Britain and visit different places of worship to widen their horizons.
- Pupils have some responsibilities in the school, including older pupils looking after younger pupils and voting for their 'class president' and electing class council members.

Behaviour

- The behaviour of pupils is good.
- Pupils are very well-mannered and behave well in lessons and throughout the school. Breaktimes and lunchtimes are calm, orderly and very sociable occasions.
- Pupils' attendance is above average and persistent absence is very low. There have been no exclusions since the last inspection.
- Pupils said that behaviour is always good and that incidents of poor behaviour are uncommon. Although pupils typically demonstrate high levels of focus and concentration in lessons, a few occasionally needed to be reminded to listen. This sometimes happens when teaching is not challenging, particularly during some of the extra-curricular activities at the end of the day.
- Almost all parents responding to Parent View agreed that behaviour is good and that their children are well looked after. All the staff who responded to the staff questionnaire agreed that pupils' behaviour is good.

Outcomes for pupils

Good

- Pupils make good progress across all subjects and year groups because the quality of teaching, learning and assessment is good. Leaders and staff have high expectations of pupils and their outcomes.
- The work in pupils' books and the school's own records show that pupils currently at the school are making strong progress across the curriculum.
- Pupils enjoy mathematics and make strong progress in this subject. Pupils typically complete challenging work and apply their skills and knowledge to solve a range of mathematical problems. There is a lot of consolidation in arithmetic and pupils' progress in this aspect of mathematics is excellent.
- Pupils' progress in Greek is particularly strong. Pupils read extremely well in Greek, often aloud to others and with confidence and fluency. Pupils' written work in Greek is of a high standard and they demonstrate good handwriting skills.
- Pupils make good progress in English and build their vocabulary well to improve their spoken English. However, pupils' progress in English is weaker than in Greek. Some pupils lack the strategies to read difficult or unfamiliar words and have insufficient opportunities to improve their writing skills.

- Pupils enjoy science and have good opportunities to learn about a range of scientific vocabulary and concepts. Pupils in Years 5 and 6 (English curriculum Years 6 and 7), for example, made good progress with their understanding of how a prey protects itself from predators and the functions of different parts of the human body.
- The low-attaining pupils are very well supported to ensure that they make similar progress to their classmates.
- The most able pupils are sometimes not sufficiently challenged to help them make the progress of which they are capable. They sometimes have to wait for other pupils to catch up once they have finished their work. This slows their progress.
- In line with the Greek education system, there is no formal testing to enable comparisons to be made with pupils' outcomes nationally. The cohorts of pupils leaving Year 6 (English curriculum Year 7) are too small to make any meaningful judgements on the overall attainment. However, the school prepares pupils well for the next stage of their education.
- Almost all parents who responded to Parent View agreed that their children are taught well and make good progress.

Early years provision

Good

- Staff know individual children really well to meet their learning needs. Staff work as a team effectively to ensure that pupils achieve well. Leaders ensure that the quality of teaching is good and children make good progress from their different starting points. Leaders have improved the assessment system for tracking children's progress since the last inspection.
- Links with parents are strong. Parents are provided with useful information on the progress of their children. Parents have opportunities to contribute to the information on children's progress. Staff ensure that children, including those who are new to the country, settle into routines quickly. Parents are provided with guidance on how they can support their children's learning at home.
- Observations of children's learning help staff to record and assess what they can do and the next stage of their learning. The early years leader knows that the displays in the early years need to be lively and more engaging for children.
- Children's behaviour is consistently good. Children cooperate and collaborate well and readily share resources with each other. They are used to routines and follow instructions carefully. They demonstrate good attitudes to their learning. Children are encouraged to reflect on their learning and present their work at the end of the day.
- There are very few children in Reception to make any meaningful judgements about their attainment. However, adults ensure that children are prepared well for Year 1 (English curriculum Year 2).
- Leadership of the early years is good. The leader knows the strengths and areas for improvement in the early years. Leaders have been successful in improving the resources in the outdoor area since the last inspection. The early years leader has developed links with some other early years settings to improve, for example, the learning environment for children.

- The early years leader knows that more needs to be done to ensure that there is effective use of the outdoor area to enhance and support children's learning.
- As a result of closer monitoring, there is a greater focus on children's personal, social and emotional development and understanding of the world relating to technology. This is because the early years leader has identified these as the weaker areas of learning when children start in the early years.
- The school has started to integrate the Greek curriculum into the expectations of the early years curriculum, in line with the school aims. The staff ensure that there are good opportunities for children in speaking and listening, both in Greek and English. However, leaders have recognised that children need more structured English sessions to ensure that they make rapid progress with their English.
- Leaders and staff work together well to ensure that safeguarding is effective. There are no breaches of statutory welfare requirements.
- The school meets the independent school standards in relation to the early years provision.

School details

Unique reference number	131788
DfE registration number	307/6080
Inspection number	10035792

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 school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Number of part-time pupils	0
Proprietor	The Greek Embassy in London
Chair	George Kosyvas
Headteacher	Barbara Masourou
Annual fees (day pupils)	No fees charged
Telephone number	020 8992 6156
Website	www.greekprimaryschooloflondon.com
Email address	Greekschool@btconnect.com
Date of previous inspection	17–19 June 2014

Information about this school

- The Greek Primary School of London is a small co-educational primary school which was opened in 1984 by the Greek Ministry of Education to serve the Greek community in London.
- The Greek government provides free education at the school for Greek and Greek Cypriot pupils. All pupils are either native Greek speakers or bilingual.
- There are currently 80 pupils on roll, aged from 4 to 11 and all attend full time. There are a very small number of children who are in Reception; there is no nursery.

- The school is registered to admit up to 110 pupils. There are no pupils who have special educational needs and/or disabilities. No pupil has an education, health and care plan. There are no disadvantaged pupils.
- The school teaches the Greek national curriculum and the language of instruction is Greek.
- The school aims to 'provide a high-quality education for its pupils, to encourage and deepen their understanding of the Greek language and culture, and to keep them in touch with their roots'.
- The school was last inspected in June 2014.
- The current headteacher was appointed in November 2017.
- The early years leader is also the head of the lower school, which includes Years 1 and 2 (English curriculum Years 2 and 3).
- There is a high turnover of staff. In the previous years, almost all staff, including the headteacher, were seconded from Greek schools for one year to work at the school. However, all the current staff, including the headteacher, are seconded at the school for at least three years.
- The role of the governing body is fulfilled by the 'educational counsellor'. As a representative of the proprietors, they check on the quality of education and oversee the management of the school.
- There is high mobility among pupils, with pupils joining and leaving the school at different points during the school year.
- The school does not meet the statutory requirements for the publication of information on its website.

Information about this inspection

- This full standard inspection took place with one day's notice.
- The inspectors observed teaching and learning in all year groups. A few were joint observations with either the headteacher or the head of the lower school.
- The inspectors held meetings with pupils aged 10 to discuss their learning and views about the school. The inspectors also heard pupils in Years 5 and 6 (English curriculum Years 6 and 7) read and discussed their reading with them.
- The inspectors checked pupils' books and the school's own information on pupils' progress. Inspectors scrutinised pre-employment checks on staff, and looked at pupils' attendance and behaviour records. They also examined documents and policies in relation to the independent school standards, including safety and safeguarding policies and procedures.
- The inspectors met with the headteacher, the head of the lower school, a proprietors' representative ('educational counsellor'), staff and parents.
- There were 20 responses to Ofsted's online survey, Parent View. All of the written comments that were included on Parent View were also taken into account. In addition, inspectors spoke to some parents during the inspection about their views. Inspectors also considered nine responses to the staff survey.

Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

Mirella Lombardo

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor:
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 3. Welfare, health and safety of pupils

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 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 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)(a) the information specified in sub-paragraph (2) is provided 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)(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)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;

- 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;
- 32(1)(j) particulars of any action specified in sub-paragraph (4) are published and maintained on the school’s website or, where no such website exists, are provided to parents.
- 32(2) The information specified in this sub-paragraph is:
 - 32(2)(a) the school’s address and telephone number and the name of the headteacher;
 - 32(2)(b)(ii) the proprietors’ address and telephone number of its registered or principal office.
- 32(3) The information specified in this sub-paragraph is:
 - 32(3)(a) particulars of the school’s policy on and arrangements for admissions, misbehaviour and exclusions;
 - 32(3)(c) particulars of the policy referred to in paragraph 2;
 - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
 - 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations;
 - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and
 - 32(3)(g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which:
 - 33(b) is made available to parents of pupils.

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.

- The school's arrangements to fulfil its duties under schedule 10 of the Equality Act 2010 do not meet requirements.

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