

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE ADDENDUM 1

4.00PM, MONDAY, 10 JANUARY 2022

COUNCIL CHAMBER, HOVE TOWN HALL

Agendas and minutes are published on the council's website www.brighton-hove.gov.uk. Agendas are available to view five working days prior to the meeting date.

Electronic agendas can also be accessed through our meetings app available through [ModernGov: iOS/Windows/Android](#)

This agenda and all accompanying reports are printed on recycled paper

ADDENDUM

ITEM		Page
47	PUBLIC INVOLVEMENT	5 - 6
55	SCHOOL OFSTED PRESENTATION	7 - 28

Brighton & Hove City Council

Children Young People & Skills Committee

Agenda Item 47(a)

Subject: Petitions

Date of meeting: 10 January 2022

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 To receive any petitions submitted directly to Democratic Services or any e-Petition submitted via the council's website.

2. RECOMMENDATIONS:

- 2.2 That the Committee responds to the petition either by noting it or where it is considered more appropriate, calls for an officer report on the matter.

3. PETITIONS

3. (i) Critical Race Theory – Mr A Hart

To receive the following petition:

Brighton and Hove is an anti-racist city. We are proud to live in a city where racist violence and abuse is a rarity.

Which is why we are shocked by the council's decision to promote a racially divisive policy throughout Brighton's schools.

Brighton and Hove City Council has begun to educate governors, heads, staff, parents and even pupils based on their race. White children will be taught that they are 'privileged' while non-white children will be taught that they are victims of their white classmates. This warped ideology is known as 'Critical Race Theory' (CRT).

The Council is urging schools to take their 'Racial Literacy' training without consulting the public. It refuses requests made under the Freedom of Information Act to view the training materials, claiming that this violates the 'commercial interests' of the training providers. The council's 'Anti-Racist Schools Strategy' document identifies citizens with an ethical objection to CRT, including 'some BAME parents,' as 'Potential barriers to implementation.' To describe dissenting views in this way while favouring commercial interests is patronising and anti-democratic.

We are calling on Brighton and Hove council to:

- **Consult widely with citizens** about the decision to adopt CRT as a defining framework for the council's work, taking particular care to seek the opinions of parents given the statement by the Minister for Women and Equalities making it clear that CRT should not be taught in schools as fact.
- **Be transparent** about its anti-racist training by publishing a full exposition of its content for public scrutiny and comment.
- **Show evidence** to residents that, as a public authority, its actions in schools are lawful in relation to the Education Act 1996 (s406/7), s78 of the Education Act 2002 and the Public Sector Equality Duty (section 149 1c) 'the duty to foster good relations between groups'.
- Our children should be taught in a politically neutral sphere, in which they learn how to think, as opposed to what to think.

We must not be divided – by reactionary racists or culture warriors – who refuse to see us as individuals beyond our skin colour.

Ofsted update 05/01/2022

Schools inspected since last committee 2021

School	Date of Inspection	OE Grade	Previous grade
Ofsted Section 8 Inspections			
St Nicolas CE Primary	21 & 22 /09/2021	2	2
Carden Primary School	29 & 30 / 09/2021	2	2
St Bernadette's Catholic Primary School	9 & 10/ 11/2021	TBC	2
Aldrington CE Primary School	16 & 17 /11/2021	TBC	2
Portslade Aldridge Community Academy	16 & 17 11/2021	TBC	2
Homewood College	2/12/2021	TBC	3
Bilingual Primary School	7 & 8/ 12/2021	TBC	2
Hove Park Secondary School & 6 th form	8 & 9 12/2021	TBC	2

Snapshot from Sept 2021

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary*	90.2	87.9	90.4	11.8	16.6
Secondary	100	76.7	100	0	20.5
Special	66.7	90.7	89.1	66.7	38.6
Colleges	100	-	-	-	-
PRUs	100	84.6	100	0	17.8
All Schools (not colleges)	91.0	86.5	94.3	14.9	19.0

National figures as at end of Sept 2021 Ofsted Monthly Management data

**Moulsecoomb primary has been converted to an academy and does not have an current Ofsted inspection grade so is excluded from the statistics.*

Overview of School Ofsted Outcomes

As at end June	Outstanding	Good	Requires improvement	Inadequate
Brighton & Hove: % Schools	14.9%	76.1%	9.0%	0%
Brighton & Hove: Number of schools	10	51	6	0*
National : % schools	19.0%	67.3%	10.1%	3.5%

The pupil referral units are now one establishment: The Central Hub Brighton
**Moulsecoomb primary has been converted to an academy and does not have an current Ofsted inspection grade so is excluded from the statistics.*

Ofsted Visits from Sept 2021

A new “School Inspection Handbook” comes into force on 1st September, when there is a full return to graded inspection.

There is guidance for inspecting schools following the Covid19 pandemic.

Throughout the inspection, inspectors will seek to understand how the school adapted and prioritised the curriculum from September 2020 following school closures.

However, they still expect schools to have an ambitious curriculum that helps all pupils to study the full breadth of subjects.

Ofsted will not be using teacher assessed grades from 2020 or 2021, but will still consider externally published data throughout the inspection. Inspectors will be “mindful of the age of this data, especially around statutory assessment and qualifications, when making judgments”.

As part of assessing safeguarding, inspectors will consider how the school handles allegations and instances of sexual harassment, online sexual abuse and sexual violence.

Overview of Early Years Ofsted inspections

- 98% of early years and childcare settings on the Early Years Register in Brighton & Hove are judged good or outstanding. This is above the figure of 97% in England (Statistics until August 2021, published November 2021). This includes childminding settings.
- A high percentage of settings are judged as outstanding in Brighton & Hove, above national and local figures:
25% (B&H), 19% (SE) and 17% (England).
- 8 Ofsted inspections of nursery and preschool settings have taken place since August 2021. (One unpublished report).

EY Ofsted inspections since last committee

Setting	Inspection date	Latest grade for overall effectiveness	Previous grade
Hopscotch, Portland Road	2.9.21	2	1
Hove Village @ Hove Library	3.11.21	2	n/a
Brighton and Hove Montessori School	19 – 21.10.21	4 (3 for EYFS)	2
Bee in the Woods	16.11.21	1	n/a
Active Kids	17.11.21	2	2
Cherry Tree CCN	23.11.21	3	1

Inspection of a good school: Carden Nursery and Primary School

County Oak Avenue, Brighton, East Sussex BN1 8LU

Inspection dates: 29 and 30 September 2021

Outcome

Carden Nursery and Primary School continues to be a good school.

What is it like to attend this school?

The school's atmosphere is buoyant as things begin to return to normal after the pandemic. Pupils are pleased to be back in school, enthused about learning and eager to catch up with their friends. They spend lunchtimes happily chatting to friends or playing games. Pupils usually behave well during break times although occasionally, one or two get a bit carried away and need a gentle reminder about the importance of being kind.

Strong relationships and a commitment to inclusivity throughout the school mean that pupils feel well cared for and secure. They know that adults in school will keep them safe. Bullying incidents are rare. Leaders deal with any concerns about bullying promptly and fairly. Teachers expect their pupils to work hard, and most do. Pupils watch and listen carefully during lessons so that everyone can get on with their work. They are polite and treat adults with respect. Pupils are understandably proud of their school. Pupils who attend the specialist resource centre play a full and active part in school life, confidently learning alongside their classmates in the mainstream classrooms, as well as attending lessons in the resource centre.

What does the school do well and what does it need to do better?

The headteacher and her senior leadership team have steered the school through recent challenging times successfully. Parents are very pleased with the school. They appreciate the care and attention staff give to their children and the lengths the school went to during the pandemic to support them and their children. Almost all those who completed Ofsted's survey, Parent View, would recommend the school.

Leaders are currently reinstating the usual wide range of subjects taught following the pandemic. They had made notable progress in improving curriculum plans prior to the pandemic. For example, the early years curriculum is now carefully constructed and highly effective in developing the youngest children's learning and personal development. However, planned developments in some of the foundation subjects, such as history, in key stage 1 and 2 have been hampered by the pandemic.

Leaders have made notable improvements to the teaching of phonics since the previous inspection. Pupils' early reading skills have improved as a result. However, leaders are ambitious for pupils. A new phonics programme is currently being rolled out across the school. Although early days, the positive impact the programme is having on the quality of phonics teaching, and on pupils' reading skills, is clear. Further staff training is scheduled for the coming weeks. This training will be particularly important for teaching in key stage 2, where historical weaknesses in phonics teaching have left some pupils struggling to read. Leaders are acutely aware of the importance of targeting this group of pupils and have made modifications to the key stage 2 English curriculum.

The early years curriculum introduces children in Nursery and Reception Years to key mathematics vocabulary and early concepts which supports them well in future learning. A well-established mathematics curriculum and timely staff training ensures that subsequent learning builds well on pupils' mathematical understanding.

Most pupils behave well in lessons. Occasionally, however, a few pupils lose focus and fidget during lessons. Sometimes this is allowed to continue for too long, so that other pupils are disturbed.

Pupils with special educational needs and/or disabilities (SEND), including those who attend the specialist resource centre, participate fully in school life. The special educational needs coordinator and teacher in charge work closely with staff and parents to ensure that pupils with SEND are suitably supported and learn well.

The school assesses pupils' progress as a continuous part of teaching. For example, questions are used during lessons to check pupils' understanding, as well as more formal methods of assessment. Teachers meet with leaders regularly to discuss pupils' progress and to consider how best to support pupils in the future.

Pupils' wider development is a particular strength of the school's curriculum. The school's commitment to equality and diversity lies at the heart of all it does and underpins pupils' learning. At the time of the inspection, for example, the school's flagpole was proudly flying 'Pride' and 'Black Lives Matter' flags. Leaders are highly successful at engaging members from all corners of the school community in special events, such as its recent celebration of Eid. Adults make sure that the school's core values are meaningful to pupils. For example, during the inspection, one pupil explained that a classmate had earned a sticker for 'being respectful', while another described the school's values as 'our aspirations'. The school is currently in the process of restarting its usual wide range of clubs and activities. Leaders make sure that all pupils can attend clubs, regardless of background, ability or home circumstance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain a strong safeguarding culture in the school. Regular and well-focused training ensures that pupils' safety is always given a high priority. Staff have a shared understanding of their responsibility for making sure that pupils are safe. They report any

concerns promptly. Leaders keep a close check on pupils' well-being over time and seek advice from specialist services, such as children's services, where appropriate. Leaders' determination and tenacity in following up concerns has been key in securing vital support for vulnerable pupils and their families in the past.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders had already begun the process of improving curriculum plans prior to the pandemic. However, progress had been hampered by the pandemic. It is for this reason that the transition statements have been applied. While curriculum plans in these subjects ensure adequate coverage of the national curriculum, they lack sufficient detail about exactly what should be taught in each year group. As a result, pupils do not learn as well as they should in these subjects. Leaders are clear about further improvements needed and keen to get planned developments back on track. They should ensure that further work to improve curriculum plans in the foundation subjects takes place.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	131789
Local authority	Brighton and Hove
Inspection number	10200406
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair of governing body	Amanda Mortensen
Headteacher	Helen Longton-Howorth
Website	www.carden.brighton-hove.sch.uk
Date of previous inspection	24 November 2016, under section 8 of the Education Act 2005

Information about this school

- The school has a specialist resource centre for 22 pupils between the ages of five and 11 who have speech and language needs. 18 pupils attend the centre currently. All pupils have an education, health and care plan and are placed in the setting by the local authority. Pupils attend some lessons in the specialist resource centre and some in mainstream classes.
- The school is currently using one alternative provider.
- The school operates a breakfast club for pupils who attend the school.
- The headteacher was absent from the school between November 2020 and March 2021. The school was led by one of the assistant headteachers during this time.
- There have been a number of staffing changes since the previous inspection. Three assistant headteachers have been appointed. One assistant head has responsibility for early years and reading; the second is the special educational needs coordinator, and the third is responsible for the curriculum. All staff in key stage 1 have been appointed since the previous inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- Inspectors met with the headteacher, assistant headteachers and other members of staff. They also spoke with seven governors, including the chair of governors, two local authority representatives and an independent school improvement adviser.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with the subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, held a discussion with some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed a range of safeguarding records and documents, including the single central record. They also met with the designated safeguarding lead, reviewed the school's safeguarding records and spoke with a group of pupils.

Inspection team

Julie Sackett, lead inspector

Her Majesty's Inspector

Alice Roberts

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021

Inspection of a good school: St Nicolas CofE Primary School

Locks Hill, Portslade, Brighton, East Sussex BN41 2LA

Inspection dates: 21 and 22 September 2021

Outcome

There has been no change to this school overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Parents and carers say St Nicolas is a school where their children make memories. Pupils are happy here. Leaders have carefully considered aspects of school life to create enriching experiences for pupils. Parents particularly appreciate how staff 'went the extra mile' during lockdown.

Pupils like the extensive school grounds and the friendly atmosphere around school. They behave well, showing understanding for those who need a little extra support. Pupils explain how 'we help each other to stay on green' when using the behaviour system. Pupils feel safe. They learn how to stay safe in school and outside of it, including when they are online. Bullying is not an issue here.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). For example, everyone takes part in the exuberant school films, either in front of or behind the camera. Pupils rise to these expectations. Their confidence grows as they experience success. The curriculum is interesting for pupils. However, sometimes pupils do not remember what they learn, especially in the subjects where the curriculum is being developed. Some pupils in key stage 1 are not learning to read quickly because they are struggling to master phonics.

What does the school do well and what does it need to do better?

All staff share leaders' vision for education at St Nicolas: to provide a rounded education that will support pupils well into adulthood. Leaders are currently developing the curriculum to support this intention.

In certain areas of the curriculum, such as mathematics, learning is carefully sequenced to build and connect knowledge for pupils. Pupils are confident mathematicians. They

remember what they have learned and confidently link their learning. This process starts in Reception Year, where children explore measures through cooking and count blocks while building high towers. Knowledge builds through the school and supports pupils to learn and remember more in mathematics.

In some subjects, which are well developed, teachers use a range of assessments, such as unaided writing and regular quizzes, to carefully match the learning to pupils needs. This helps pupils to make progress. However, not all curriculum areas are well developed. Helpful overviews have been created by leaders, but sometimes teaching sequences are not fully developed to take account of prior learning. This means that although pupils remember interesting facts, they do not always build on this as they move up through the school.

Pupils do develop a love of reading. They are read to often and talk animatedly about the books they enjoy. These books have been carefully selected to give them a wide-ranging exposure to a rich variety of texts. Pupil reading ambassadors help to further promote reading, as do trips to the library and special author days.

Leaders are introducing a new method of teaching phonics in Reception Year and key stage 1. Assessments have taken place to identify pupils' needs. Teachers are in the process of using these to match reading books carefully to each pupil. Children get off to a good start with their phonics in Reception Year. However, pupils in key stage 1 are not consistently developing the skills they need to learn to read quickly and well. Staff in key stage 1 are not yet trained to implement the phonics programme effectively.

The behaviour system works well. It is clearly understood by pupils. Those who find behaving well more difficult and describe themselves as sometimes feeling 'fizzy' are supported to learn how to regulate their behaviour. Low-level disruption is rare.

Pupils with SEND have their needs correctly identified and consistently well met. Teaching assistants are well trained and provide effective additional support where it is needed. Pupils with SEND are included in all aspects of school life. They thrive in the inclusive atmosphere. For example, many benefit from the outdoor learning programmes where they can mentor younger pupils.

Provision for pupils' broader development is of high quality. Pupils take part in polished performances and discover talents in singing, dancing, acting or film making. They learn to be kind to each other and themselves. Pupils learn about a range of different cultures and beliefs. They are respectful of the views of others.

Staff feel valued by members of the leadership team, who understand and support their needs and 'lead by example'. Staff believe their workload is considered and that what is asked of them is 'balanced and fair'. Staff at all levels feel well supported in the school; they say that it is a good place to come to work.

In discussion with the headteacher, the inspector agreed that the effectiveness of the phonics programme in key stage 1 and teaching sequences across the wider curriculum may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors fulfil their safeguarding responsibilities well. Record-keeping is meticulous, including processes for recruitment. Leaders respond quickly when pupils need additional support. They work well with other agencies to keep pupils safe from harm.

Staff have had the training they need to help keep pupils safe. Parents and pupils benefit from regular internet safety information. Pupils are developing a good understanding of risk, including when online. They are confident that if they experienced any sort of harassment, staff would help them and sort it out.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils in key stage 1 do not have a consistently well-implemented synthetic phonics programme in place. They are not mastering the skills they need to learn to read quickly, or to help them catch up quickly if they fall behind. Leaders should ensure that teachers have the training and support they need to implement the new phonics approach across the key stage.
- The curriculum is not consistently well sequenced. Sometimes pupils do not build on learning so that they know and remember more over time. Subject leaders should monitor the delivery of the wider curriculum to ensure that sequences of learning which build knowledge are being consistently implemented across the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 14 and 15 September 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	114560
Local authority	Brighton and Hove
Inspection number	10200026
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair of governing body	Katy Twyning
Headteacher	Andy Richbell
Website	www.stnicolas.brighton-hove.sch.uk/
Date of previous inspection	14 and 15 September 2016, under section 5 of the Education Act 2005

Information about this school

- The school became a through primary school in 2013, before the last inspection. Prior to that it was a junior school.
- The last Section 48 inspection was in 2016. The school is part of the current cycle of inspection for the diocese.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- During the inspection, the inspector met regularly with the headteacher and deputy headteacher. Meetings were also held with the special education needs coordinator, the early years lead and the safeguarding team. The inspector had a telephone call with a representative from the diocese and an online meeting with the recently retired school improvement adviser. The inspector met with a representative group from the governing body, including the chair of governors.

- The inspector did deep dives in reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also scrutinised documentation around curriculum planning.
- Records associated with safeguarding were reviewed, including the single central record and appointment procedures. The inspector spoke to staff about their safeguarding training and spoke to pupils about the support they have in understanding how to keep safe. The inspector spoke to a group of parents and reviewed responses to the staff, pupil and parent Ofsted questionnaires to gather views on safeguarding.
- Groups of staff met with the inspector to share their views about the school, including on workload and well-being. The inspector completed a tour of the school with pupils and spoke to them on the playground and in the dining hall. The inspector viewed some of the films made by pupils.

Inspection team

Deborah Gordon, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021

