

# King David Primary School

Wilton Polygon, Bury New Road, Crumpsall, Greater Manchester M8 5DJ

**Inspection dates** 3–4 March 2016

**Overall effectiveness** **Outstanding**

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

## Summary of key findings for parents and pupils

### This is an outstanding school

- Pupils, staff and parents are rightly proud of being part of King David Primary School. As one parent said, 'I am so proud of our fabulous school.'
- The exceptional leadership of the headteacher and support of her team set a culture of high expectation and ambition for all pupils to be the best they can be.
- Governors are committed and knowledgeable. They support and challenge the headteacher effectively and make a valuable contribution to the ongoing development of the school.
- Provision for pupils who have special educational needs or disability is a strength. Leaders 'go the extra mile' to ensure that pupils have no barriers to their learning and, as a result, they make excellent progress.
- Outcomes for all pupils, at all levels, are exceptional. All groups of pupils make outstanding progress in reading, writing and mathematics to reach standards that are well above average by the time they leave Key Stage 2.
- The close tracking of pupils' progress in reading, writing and mathematics means that leaders and teachers have a detailed understanding of how well pupils are doing. This system is less developed for other subjects.
- Teachers' ability to ask the right questions to support pupils to develop their thinking, and the way they personalise activities for each individual, result in outstanding teaching and learning over time.
- Pupils' attitudes to learning in lessons are very positive. They successfully combine a focused and determined approach to learning with an energetic sense of fun. However, some pupils are less determined to present their written work as well as possible.
- As a result of strong spiritual, moral, social and cultural development, pupils develop as well-rounded, thoughtful citizens, who take an enormous pride in their responsibilities and the part they play within the school community.
- Pupils gain personally and emotionally from a wide range of high-quality additional experiences and extra-curricular activities.
- Strong leadership and exemplary teaching and learning in early years ensure that children are provided with high-quality provision and make outstanding progress.
- The school has limited outdoor space for play and learning. Leaders have started to tackle this issue.

## Full report

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

- Further develop the accurate tracking of progress in subjects other than reading, writing and mathematics, so that leaders and governors understand pupils' progress across the curriculum even better.
- Ensure that the pride pupils take in presenting their work in English and mathematics is consistently seen in other subjects.
- Implement leaders' plans to develop the outdoor space further in order that:
  - opportunities for further learning and development in early years are maximised
  - in the Key Stage 1 and 2 playground, pupils have more opportunity to play in a larger area.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher's outstanding leadership and clear, determined vision have transformed teaching in the school. As a result, pupils attain high academic success and develop into happy, confident and well-rounded individuals.
- Every pupil's success is at the heart of all the school does. Senior leaders have high expectations of learning and achievement, and of the provision of exceptional care and welfare of pupils and their families.
- The leadership of the school is highly respected by staff and parents. Staff describe how proud they are, typically saying that it is a 'privilege to be part of the school', and that the 'caring and welcoming ethos has a contagious effect on the whole school community'. Parents spoken to in the playground are full of praise for the school, commenting that the school is 'inspiring' and 'incredible'.
- Leaders know the school exceptionally well. Self-evaluation and the identification of priorities for improvement are wholly accurate. The wider leadership team is fully involved in all aspects of evaluation and setting future priorities. As a result, they feel accountable for their areas of responsibility and enthusiastic about the impact they are having on the thriving developments in the school.
- The leadership of provision for pupils who have special educational needs or disability is excellent and a strength of the school.
- Leaders have been resolute in ensuring the highest standards of teaching. Their checks are thorough and rigorous. Teachers say they feel supported by leaders' immediate follow-up, and that it is encouraging and clear. The results of this checking are evident in the outstanding teaching and learning outcomes over time that exist in the school.
- Outcomes for all pupils are exceptional. These, in part, are achieved by leaders' unwavering belief that all pupils can achieve their very best, and by pupils and staff working towards highly challenging KD (King David) targets.
- The additional pupil premium funding is used very effectively. The progress of pupils supported by this funding is monitored and checked in great detail, with clear plans to provide academic or other support where necessary. Any barriers to learning are quickly minimised and disadvantaged pupils make outstanding progress.
- The primary physical education (PE) and sports funding is also used effectively. Pupils take part in a wide range of sporting activities both before and after school and at lunchtimes. There are also opportunities for pupils to be involved in sports competitions with other local schools. Sports coaches visit school regularly to offer activities. Pupils talk enthusiastically about taking part in a wide range of sporting opportunities. The funding has also enhanced teachers' own skills in delivering good-quality sports and PE lessons.
- The curriculum is well planned and has been reviewed thoroughly to ensure that it appropriately covers all required knowledge and skills. There are plenty of opportunities for pupils to practise their literacy skills in other areas of the curriculum. This is particularly evident in writing; for example, pupils often write poems, letters, diaries, prayers and newspaper articles as part of exploring history and geography.
- A wide range of trips and visitors to school are used to 'hook' the pupils into an interesting range of topics and themes that are based around humanities, art, and design and technology. Pupils talk particularly enthusiastically about art and how much they enjoy their work in this area of the curriculum. This is evident from the beautiful art work around the school. Leaders have correctly identified that tracking pupils' progress in subjects other than reading, writing and mathematics, is not as highly developed. Presentation in pupils' books in these subjects is not as good as it is in English and mathematics.
- Spiritual, moral, social and cultural development, and the promotion of British values, have a high priority in school. The importance of being a good, caring citizen is evident through the way pupils engage and cooperate with each other. Adults constantly model respect and humanity and, in turn, pupils demonstrate a great deal of consideration and tolerance of each other and the wider community. Pupils instigate their own fundraising for charity and often visit groups in the local community. For example, pupils who visited a local care home demonstrated great insight and compassion for the older people they met. Pupils are extremely proud of the responsibility they have in school, whether as head pupil, a prefect or a 'buddy', and the understanding and skills they gain equip them well for life in modern Britain.

- There are positive links with the local authority, which considers the school to only need 'light touch' support. The school is an active member of local school networks, and benefits from opportunities for curriculum leaders and teachers to meet and discuss teaching and learning. The headteacher appropriately seeks opportunities for external support in evaluating the school's strengths and areas for development.
- **The governance of the school**
  - Governors know their school extremely well; they are articulate and passionate about education, and are confident to ask appropriately challenging questions. They are committed to their role and meet regularly to monitor the school development plan. They are often involved in evaluative activities such as observing around the school, with leaders, focusing on their subject area.
  - Governors play an important role in school improvement. They are skilled at looking closely at pupils' progress. As a result, they have a good level of understanding about the progress pupils are making and need to make.
  - Governors have a thorough understanding of performance management procedures. As well as holding teachers and leaders to account, they ensure that the management of teachers' pay is effective. Through detailed checks, they ensure that the pupil premium and the PE and sports grants are spent effectively and make a difference to pupils.
- The arrangements for safeguarding are effective. Rigorous and robust systems are in place which are understood by staff. Regular and appropriate training for staff is undertaken and up to date. Consequently, safeguarding is a high priority in school. Leaders are persistent in cases where the school is concerned for a pupil's welfare. Timely and effective relationships with other agencies ensure that pupils are kept safe and their welfare needs are met.

## **Quality of teaching, learning and assessment is outstanding**

- Pupils really enjoy school and are enthusiastic about their learning. Almost every pupil who answered Ofsted's survey and those who spoke to inspectors agreed that teachers make sure that everyone understands their work, and that they listen to what pupils say and help them to do their best.
- Pupils are highly self-motivated and focused on their learning, particularly in reading, writing and mathematics. They are successfully encouraged to take responsibility for their learning by deciding the skills they need to practise and develop. Teachers skilfully guide younger pupils to make these decisions, but as pupils get older they accurately assess for themselves what they need to learn about, and what skills they need, to get the best out of lessons. Pupils tackle tasks and are equally comfortable dropping down a step if they feel they are not quite understanding what they are learning, or moving on to the next step where the challenge is increased.
- Teachers and leaders know their pupils extremely well and check on pupils' learning frequently. The use of assessment information is exemplary and makes a significant contribution to the progress pupils make in their learning. Leaders, endorsed by teachers, set extremely challenging but achievable targets. Teachers use assessment information very effectively to plan for pupils' needs over time and in lessons. As a result, teachers know exactly where pupils are in their learning and what they need to do next to appropriately challenge pupils of all abilities, including the most able. Leaders are further developing the tracking of progress in subjects other than reading, writing and mathematics.
- The subject knowledge of most teachers is excellent, as is their ability to skilfully ask the right questions to encourage pupils to apply the skills they already have, and help them move on in their learning. Mistakes are seen by staff and pupils as a positive opportunity to learn.
- Where pupils struggle with their learning, a highly effective range of learning opportunities designed to meet their needs help them to catch up.
- For those pupils who have special educational needs or disability, the support they are offered is highly personalised, thorough and of an excellent quality. Pupils' needs are identified and addressed quickly, drawing on a wide range of support to remove barriers to learning and ensure that pupils make excellent progress.
- Teaching assistants across Key Stages 1 and 2 are deployed effectively and make a good contribution to the progress of the pupils with whom they work.

- Pupils are keen to benefit from the wide range of popular activities available to them, including sports, such as badminton and dodgeball, and music lessons in drumming, saxophone and flute. Year 6 pupils have added to the list of clubs and activities on offer by setting up and leading a chess club and a 'board games' club. Huge excitement was generated from Year 5 and 6 pupils' involvement in performing in a stage show at Middleton Arena. Pupils talked to inspectors about the performance with great pride.
- The very large majority of parents who responded to Ofsted's online questionnaire, Parent View, or spoke to inspectors in the playground, feel that the quality of the information given to them about their child's learning is excellent. Parents also spoke positively of the regular opportunities taken by the school to communicate with parents, and the guidance offered to them to support and challenge their child to improve further.

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

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' personal, social and emotional development and welfare skills are strong. These skills are taught through the curriculum and the distinct faith of the school. The school's values of respect, courtesy, self-discipline, diligence and excellence, and the adoption of the United Nations Convention on the Rights of the Child, are regularly talked about and celebrated by pupils and adults. They are threaded through many lessons and very effectively enable pupils to be thoughtful and caring citizens.
- Adults and pupils promote and model a culture of respect. Staff treat pupils equally and ensure that the school makes everyone feel welcomed and valued. The majority of parents who responded to Parent View commented on how welcoming the school is, and that the staff are easy to speak to and 'supportive' and 'sympathetic'.
- Almost all pupils throughout Key Stages 1 and 2 are confident and articulate learners and are keen to talk about their learning. They value and recognise the opportunities that they are given, as one pupil described: 'I feel part of a very special place.' They are proud of their school, themselves and each other. However, pride in the presentation in some pupils' books, particularly in subjects other than reading, writing and mathematics, is not consistent and has been identified by leaders as an area for further improvement.
- Pupils learn how to live healthy lifestyles and look after themselves with a curriculum full of opportunities to develop well-being. A particular strength is the wide range of extra-curricular experiences offered to pupils that contribute to their spiritual, moral, social and cultural development. These include frequent trips to museums, galleries and the theatre. Year 6 pupils talked excitedly about their experiences following a trip to London. Other pupils spoke of opportunities to visit other schools and then to invite them to visit King David.
- Pupils who have special educational needs or disability are very well cared for. They participate fully in all that the school has to offer and benefit from high-quality teaching which is carefully planned to remove barriers to learning and ensure their progress.
- The majority of parents who responded to Parent View feel that the school deals appropriately with bullying. They think the school looks after their children well and, as a result, their children feel safe and happy. A very small number of parents disagreed. Pupils spoken to during the inspection are clear about what bullying is and say that incidents are rare. They are very confident that teachers deal with unkind or negative language directly if it is ever heard. Pupils are unanimous in their view that they feel safe in school and know how to keep themselves safe personally and online.

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils' conduct, particularly in class, is exceptional and they have an excellent attitude to learning. Around school, pupils are polite and well mannered. They smile at each other in the corridor and are very happy to engage in conversation with adults; this they do in an articulate, interested and open way.
- School is a calm, orderly, purposeful place, but with a sense of fun and energy about it that makes it distinctive. Outside the classroom, occasionally pupils' natural exuberance gets the better of them. For example, a few pupils were seen running in the corridor. However they were very quick to stop when asked by the adult.

- At break and lunchtimes pupils play together well. They are caring and considerate to each other. However, the playground space that they occupy is relatively small with pupils walking, talking, running and playing football, all in the same restricted area. Leaders have identified that this area needs further development to maximise space for pupils, and to allow them to have a break without interruption or incident.
- Older pupils are excellent role models for younger ones. They are caring and attentive to any pupil who needs assistance or support. There are many opportunities for pupils to take on responsibility, as prefects, playground buddies or house captains, for example. Roles are taken on with pride and a sense that they are making an important contribution to the school community. For example, recycling wardens are enthusiastic and diligent in their role to ensure that fellow pupils keep the school clean and discard waste material appropriately.
- Pupils contributed their views and ideas to the revised behaviour policy, and are well aware of how to behave and the consequences for poor behaviour. Incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by pupils appropriately. There have been no permanent exclusions since the last inspection.
- Those pupils who have behavioural needs are able to talk about ways of managing themselves. They are very well supported to develop an understanding of their behaviour and the effect it can have on someone else. As a result, their behaviour rarely gets in the way of learning.
- Pupils' attendance is above the national average. The systems for monitoring attendance, absence and punctuality are rigorous and effective. Good attendance is rewarded and has a high profile in school.

## Outcomes for pupils

## are outstanding

- Outcomes for pupils are outstanding. Pupils start school with skills, knowledge and understanding similar to other pupils of their age. By the time they leave school, at the end of Key Stage 2, the vast majority of pupils have made excellent progress in reading, writing and mathematics compared with pupils of a similar age. This has been consistent over the last three years. The large majority of pupils also made more than expected progress. The school's in-year tracking of progress and the work in pupils' books confirm that all pupils are making rapid and sustained progress.
- The pupil premium is used highly effectively to support disadvantaged pupils. As a result, this group of pupils make outstanding progress by the time they reach the end of Key Stage 2. Disadvantaged pupils' attainment is similar to that of other pupils in school and above other pupils nationally. This is because the school meticulously monitors the progress of these pupils and ensures that they are extremely well supported in class to improve.
- Pupils who have special educational needs or disability also make outstanding progress from their starting points. Teachers and teaching assistants know pupils extremely well and provide exemplary support to ensure that every pupil has the appropriate resources to help them progress in their learning.
- In the last few years, all pupils have consistently reached standards in reading, writing and mathematics that are well above average by the end of Key Stage 2. The most-able pupils in the school attain particularly well compared with similar pupils nationally. The outcomes for pupils at the end of Key Stage 1 are also high. By the end of Year 2, the proportion of pupils attaining the level expected for their age in reading, writing and mathematics is well above pupils nationally, as is the attainment for the most-able pupils.
- Most pupils achieve the expected standard in the national phonics (the sounds that letters represent in words) screening check in Year 1. There are regular opportunities provided in early years and Key Stage 1 classes to encourage pupils to use their phonics knowledge to sound out words throughout lessons.
- Reading is of high quality across the school. Pupils enjoy reading and talk enthusiastically about how they love to read at home and in school. Reading has a high profile and many opportunities are provided to encourage a love of books. For example, a recent, very popular, early evening 'Storytime' event invited pupils to return to school in their pyjamas, bringing their parents to share stories and to read together. A range of ways are employed to encourage reluctant readers, including the pairing of readers from Year 6 to read with individual readers in Year 3. Pupils who have special educational needs or disability are equally encouraged to read to a high standard, and they visibly gain a great deal of pleasure from their ability to, as one pupil said, 'travel to a different world' through books.

- Pupils are well prepared for the next stage in their school career. Despite the school being large, pupils and adults all know each other extremely well, which makes transition from year group to year group less daunting. Transition activities are set up in the summer term to ensure that pupils feel comfortable and familiar with new classrooms and teachers. The school is situated within the same building as the secondary school that the majority of pupils will eventually attend. This proximity is capitalised on, with regular opportunities for the two schools to work together within the curriculum (for example, in music and performing arts) as well as opportunities to support Year 6 pupils' transition to Year 7.

## Early years provision

## is outstanding

- Children's outcomes are outstanding because they make rapid progress from their starting points. Most children start early years with skills and knowledge typical for their age, but a few children have significant needs.
- Over the last three years, the proportion of children who reached a good level of development at the end of Reception was well above that of children of a similar age nationally. From individual starting points, all children made good progress and the majority made outstanding progress.
- Early years is extremely well led. There is a very clear view about the strengths and weaknesses of the provision, and highly effective organisation and planning for the curriculum that closely meets the needs of all pupils. It captures the interests of children, and provides them with fun, purposeful activities and experiences. Leaders have identified the need to further develop outdoor provision. Although provision has been improved recently, and there are plans for significant development in this area, the space could be exploited much more to maximise children's learning and development.
- Safeguarding is effective, risk assessments are appropriate and the classroom is a safe environment for children.
- The quality of teaching is outstanding. The commitment of staff to support children's learning is visible. The classroom is a stimulating environment in which children learn exceptionally well. This is because there are high expectations and a systematic, thorough approach to developing all children's skills. No time is wasted. Children are given chances to practise their skills and rise to challenge.
- Bringing Jewish studies together with the early years provision is working well. This enhances learning and provides additional stimulus based on children's real-life experiences, for example role playing the Shabbat meal.
- Assessment and tracking of children's learning is excellent. From the meticulous information gathered, activities and provision are tightly matched to children's individual needs. Frequent opportunities are taken to feed back to children about what they have done well and what they could work on next. As a result, children make rapid progress.
- Children are enthusiastic learners and have an excellent attitude to learning. They are keen to talk and explain their activities and learning. They talk enthusiastically with adults and each other. In sessions led by adults, children are confident to respond clearly in sentences and to talk in front of an audience.
- There is an excellent balance between the input of teachers and teaching assistants in sessions. Both are equally skilled at drawing out learning from children and getting the best from them.
- There is a strong emphasis on creating a caring and nurturing environment, which is evident from the very positive relationship adults have with children and children have with each other. There is a strong sense of team and collaboration between early years classes.
- Leaders have close links with parents. Parents are encouraged to be actively involved in their child's learning. Information about their child is regular, as are ideas to support them in their learning. Parents are offered phonics workshops and support to read with their child. Parents spoken to describe early years as 'fantastic', and the staff as 'lovely, friendly and warm'.

## School details

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | 139497     |
| <b>Local authority</b>         | Manchester |
| <b>Inspection number</b>       | 10011069   |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 424  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Stephen Verber   |
| <b>Headteacher</b>                         | Nicola Nelson  |
| <b>Telephone number</b>                    | 0160 741 5090  |
| <b>Website</b>                             | <a href="http://www.kingdavidprimary.manchester.sch.uk">www.kingdavidprimary.manchester.sch.uk</a>           |
| <b>Email address</b>                       | <a href="mailto:n.nelson@kingdavidprimary.manchester.sch.uk">n.nelson@kingdavidprimary.manchester.sch.uk</a> |
| <b>Date of previous inspection</b>         | 24–25 January 2012   |

## Information about this school

- This is larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are identified as disadvantaged and supported by the pupil premium is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below the national average. The proportion of those who have a statement of special educational needs or an education, health and care plan is above the national average.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school shares a building with King David High School.
- Approximately a quarter of the curriculum time is given over to Jewish studies.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. An inspector also visited an assembly and listened to pupils read.
- Inspectors observed pupils' behaviour in classrooms and assessed the schools' promotion of social, moral, spiritual and cultural development. Inspectors observed pupils in the playground and during lunchtimes.
- Inspectors looked at pupils' books and in the learning journals of children in the early years.
- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator and curriculum or key stage leaders.
- An inspector met with the Chair of the Governing Body and four other members. A meeting was also held with a representative of the local authority.
- A group of pupils discussed their opinions about the school and their learning with an inspector, and the inspection team took account of 33 pupil questionnaires. Inspectors also spoke informally with pupils in the playground.
- The inspectors took account of 16 staff questionnaires. There were 38 responses to Parent View taken into consideration as well as the views of parents spoken to before school.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body; information on pupils' outcomes; and the school's evaluation of its own performance and its development plan. Behaviour and attendance records, and information relating to safeguarding, were also scrutinised.

## Inspection team

|                              |                         |
|------------------------------|-------------------------|
| Sue Eastwood, lead inspector | Her Majesty's Inspector |
| Vanessa McDonald             | Ofsted Inspector        |
| Gillian Burrow               | Ofsted Inspector        |
| Ann Gill                     | Ofsted Inspector        |
| Adrian Martin                | Ofsted Inspector        |

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