

Inspection of Craig Ormerod Associates, School Provision

Outwood Road, Radcliffe, Manchester M26 1AG

Inspection dates:

12 to 14 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Does the school meet the independent school standards?

No

What is it like to attend this school?

All the pupils who attend this school have special educational needs and/or disabilities (SEND). Most pupils who join the school have experienced difficulties in accessing education in their previous settings.

Pupils typically form positive relationships with staff and they appreciate the small school environment at Craig Ormerod Associates. Most pupils said that they feel safe in school. However, the school does not make sure that its pupils are safe. Weaknesses in safeguarding arrangements prevent the school from fulfilling its safeguarding responsibilities effectively. For example, staff are not well trained in child protection procedures. The school does not promote pupils' health, safety and welfare. Consequently, pupils are at risk of harm.

The school has low expectations of what pupils can achieve. The curriculum lacks ambition and is narrow. It is not well designed or delivered. The curriculum does not meet the academic needs of pupils, and nor does it allow them to study for an appropriate range of qualifications. The school does not prepare pupils well for their next steps in education, employment or training.

Recently, the school devised and implemented a new policy that sets clear expectations for pupils' behaviour and conduct. The school supports some pupils, from their individual starting points, to improve their behaviour. It also helps some pupils to attend school more regularly. However, many pupils struggle to meet leaders' expectations for their behaviour. This is because the behaviour policy is not consistently applied by staff. As a result, a few pupils routinely use derogatory and offensive language. Occasionally, pupils display disruptive behaviour. This sometimes interrupts learning.

The school provides some wider opportunities for pupils beyond the curriculum. For example, some pupils enjoy horse-riding, boxing classes and visits to the local gymnasium. However, the school fails to provide pupils with the important information that they need in order to live successful and healthy lives in modern Britain.

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

There is a lack of leadership at all levels at Craig Ormerod Associates. Furthermore, capacity to bring about improvement is weak. There is a lack of accountability across the school. Roles and responsibilities are not clear and nor are they understood.

The curriculum is poorly designed. It does not match pupils' abilities or their stage in learning. The curriculum fails to meet the needs of pupils, all of whom have an education, health and care (EHC) plan.

The school has recently engaged with staff to formulate some specific curriculum plans and schemes of work for English and mathematics. However, the school has

not ensured that staff have the necessary training and expertise to design or deliver the curriculum effectively in these subjects. There is no coherent curriculum in other subjects. The school curriculum lacks the breadth required by the independent school standards (the standards).

In the small number of subjects offered, the school has not ensured that staff have the necessary subject-specific knowledge that they require to deliver subject content. Lessons are delivered ad hoc in a way that does not allow pupils to build on their prior learning or to establish a secure body of knowledge. The school does not effectively identify and address the large gaps that pupils have in their knowledge when they join the school. The school's low expectations are contributing to pupils' poor achievement.

The school does not prioritise reading. It has recently started to assess pupils' reading knowledge when they join the school. However, the school does not provide the help and support that some pupils need in order to learn to read accurately and fluently. This limits these pupils' ability to learn.

The school has very recently started to try to identify pupils' additional learning needs. This work is embryonic. Some staff successfully help pupils with their social and emotional needs. However, the school does not provide for pupils' academic needs effectively. The lack of curriculum plans and schemes of work makes it impossible for teachers to adapt the delivery of the curriculum successfully for all pupils.

The school has attempted to introduce a common approach to managing pupils' behaviour that most staff are beginning to understand. Nevertheless, the school does not ensure that staff receive appropriate, ongoing training to manage and address confidently the challenging and complex behaviours that some pupils display, including at social times. Some pupils continue to disrupt learning and show a lack of respect for others. Nonetheless, some pupils' behaviour has improved since they joined the school.

The school has failed to provide for pupils' wider personal development. Pupils enjoy the limited enrichment opportunities that the school provides. For example, the school arranged a one-off visit for pupils to help out at a local food bank. However, these experiences are hit and miss. The school does not ensure that pupils have the opportunity to learn all that they should about living in modern society. For example, pupils do not learn about the differences between people. They do not develop an understanding of the diversity of modern Britain. This means that pupils are ill equipped for adulthood.

The school does not provide pupils with any programme of careers information, advice and guidance. Pupils do not have the information that they need to make informed choices about their future careers.

The proprietor body has not made sure that the school meets the standards. The proprietor body does not offer sufficient support and challenge with regard to the

quality of education that the school provides. It does not ensure that the school meets its statutory duties to safeguard pupils and promote their well-being.

The proprietor body has not carried out appropriate risk assessments and taken effective actions to minimise any risks to pupils, staff or visitors. For example, the proprietor body has not ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. The external gates in the perimeter fence that provide access to the fire assembly point are locked. Added to this, some aspects of the school's premises and accommodation are not safe or suitable for pupils. For example, some classrooms are located in shipping containers. The electricity supply to these containers is provided through low-hanging cables that could be reached by some pupils. Moreover, there is not sufficient external lighting around the premises for staff, pupils and visitors to enter and leave safely in the hours of darkness.

The proprietor body has not ensured that the school's arrangements for first aid are sufficiently rigorous. For example, the arrangements for the storage of medication were lax. Moreover, leaders could not confirm which staff had appropriate, up-to-date first-aid training.

Staff appreciate leaders' consideration of their well-being. However, the lack of professional training and development for staff means that they are insufficiently prepared to meet pupils' needs. Consequently, the school is failing its pupils and its staff.

The school's communications and engagement with parents and carers are poor. For example, parents are not kept abreast of their child's learning in the school. Parents are kept in the dark about the issues with the quality of education that pupils are receiving.

The school does have a suitable accessibility plan that complies with the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are not effective.

The proprietor body does not ensure that safeguarding policies follow the government's statutory guidance. The school has not followed safer recruitment guidance and does not make all of the required checks that it should on staff's suitability to work with pupils. This puts the welfare and safety of pupils at risk.

There is a lax culture of safeguarding in the school. Some staff do not understand their roles and responsibilities with regard to safeguarding. This includes how to identify, report and escalate concerns about pupils. The school has failed to ensure that staff have the training and expertise to provide appropriate support for the school's pupils.

The school does not provide pupils with important information about how they can keep themselves safe. For example, pupils do not learn about online safety, and nor do they receive age-appropriate relationships and sex education (RSE).

The safeguarding policy is published on the school's website.

What does the school need to do to improve?

(Information for the school and proprietor)

- Safeguarding arrangements are ineffective. This means that pupils are at potential risk of harm. The proprietor body must urgently address the endemic weaknesses in the school's safeguarding arrangements.
- The proprietor body has not ensured that the school meets the standards. This means that pupils do not receive an acceptable quality of education, in an appropriately safe learning environment. The proprietor body must ensure that the school consistently and securely meets all the standards.
- The curriculum that pupils experience is poorly designed. It does not meet their needs or interests. Pupils do not achieve well. The school should ensure that it provides a suitable curriculum that meets the learning needs of all pupils.
- The school's systems for identifying and supporting pupils' additional needs are poor. As a result, pupils do not receive the support that they need to achieve all that they should. The school should overhaul how it identifies, assesses and meets the needs of its pupils.
- Reading is not prioritised. Pupils have gaps in their reading knowledge and they are not given the support that they require to improve. The school must ensure that it enables pupils to become confident and fluent readers.
- The provision for pupils' wider personal development is weak. Consequently, pupils do not learn about diversity in society or fundamental British values. Furthermore, pupils do not receive formal careers education, advice and guidance, and nor do they learn age-appropriate RSE. The school must ensure that the programme to support pupils' wider development is improved apace.
- At times, some pupils demonstrate a lack of respect for others. Some pupils use derogatory language, and others do not follow the school rules. On occasions, this disrupts learning and makes social times uneasy. The school should ensure that the behaviour policy is implemented consistently well. This is so that the environment in classrooms and around the school site is calm and safe.

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.

School details

Unique reference number	149094
DfE registration number	351/6020
Local authority	Bury
Inspection number	10286484
Type of school	Other independent special school
School category	Independent special school
Age range of pupils	5 to 25
Gender of pupils	Mixed
Number of pupils on the school roll	17
Number of part-time pupils	0
Proprietor	Craig Ormerod Associates
Chair	Craig Ormerod
Headteacher	Craig Ormerod
Annual fees (day pupils)	£45,000
Telephone number	07815 601583
Website	www.craigormerodassociates-schoolprovision.com
Email address	c.ormerod@talktalk.net

Information about this school

- This was the school's first standard inspection. The school opened on 9 September 2023.
- All pupils who attend the school have an EHC plan. The majority of pupils have social, emotional or mental health needs.
- The school uses one unregistered alternative provider.
- The school operates from premises at Outwood Road, Radcliffe, Manchester M26 1AG.
- Since the school registered with the Department for Education (DfE), the proprietor has added a number of new buildings on the school site. The DfE had not been notified of this change until the inspection began.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors spoke with both members of the proprietor body. The lead inspector met with the chair of the proprietor body, who is also the headteacher.
- Inspectors met with senior leaders, staff and pupils.
- The lead inspector met with representatives of the local authority.
- Inspectors carried out deep dives in English, mathematics, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited a sample of lessons in other subjects. They discussed the curriculum in other subjects with senior leaders.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- There were no responses to Ofsted Parent View. Inspectors spoke to some parents on the telephone to gather their views.
- There were no responses to Ofsted's online staff and pupil surveys.
- Inspectors spoke with a range of staff to discuss the support that they receive from leaders.
- Inspectors spoke with some pupils about school life. Inspectors observed pupils' behaviour in lessons and around the school.
- An inspector carried out a tour of the premises.
- Inspectors viewed a range of evidence to evaluate the proprietor body's compliance with the standards.

Inspection team

Amanda Downing, lead inspector

His Majesty's Inspector

Maria McGarry

Ofsted Inspector

Ahmed Marikar

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor–
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,

- 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
- 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
- 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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) ensures that principles are actively promoted which–
- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if–
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act,

or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;

- 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person–
- 18(2)(c)(i) the person’s identity;
- 18(2)(c)(ii) the person’s medical fitness;
- 18(2)(c)(iii) the person’s right to work in the United Kingdom; and
- 18(2)(c)(iv) where appropriate, the person’s qualifications;
- 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person’s appointment;
- 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person’s suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person’s appointment.
- 19(2) The standard in this paragraph is met if–
- 19(2)(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received–
- 19(2)(a)(i) written notification from the employment business in relation to that person–
- 19(2)(a)(i)(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;
- 19(2)(a)(i)(bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check;
- 19(2)(a)(i)(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and
- 19(2)(a)(i)(dd) that, where that person is one for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person’s suitability to work in a school, it or another employment business has obtained such further checks as appropriate, having regard to any guidance issued by the Secretary of State; and
- 19(2)(a)(ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;

- 19(2)(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;
- 19(2)(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);
- 19(2)(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide–
- 19(2)(d)(i) the notification referred to in paragraph (a)(i); and
- 19(2)(d)(ii) a copy of any enhanced criminal record certificate which the employment business obtains.
- 19(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if–
- 20(6)(a) MB–
- 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
- 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB–
- 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
- 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
- 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–

- 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether–
- 21(3)(a)(i) S’s identity was checked;
- 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
- 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
- 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;
- 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
- 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
- 21(3)(a)(vii) a check of S’s right to work in the United Kingdom was made; and
- 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
- 21(3)(b) in relation to each member of staff (“S”), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 27 The standard in this paragraph is met if the proprietor ensures that–
- 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
- 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(1)(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)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the

school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State.

- 32(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)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
 - 32(3)(c) particulars of the policy referred to in paragraph 2;
 - 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations.

Part 8. Quality of leadership in and management of schools

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

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