



**Office for Standards
in Education**

Inspection report
The Roche School
Independent school
DfES ref no: 212/6351

Dates of inspection: 7 - 10 February 2005

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Introduction and summary

Purpose and scope of the inspection

This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school

The Roche School opened in 1983. It is an independent, non-selective nursery and preparatory school for boys and girls aged from two and a half to eleven years of age. There are 199 pupils on roll. There are four pupils with a statement of special educational need. Two pupils have English as an additional language. The school is situated in Wandsworth and serves the local area within South London. The nursery offers education for children aged from two and a half to four years, based on the principles of Montessori education. It is registered with the Nursery Education Grant Scheme.

The school aims to 'offer children good teaching and a wide variety of opportunities' in a pleasant, homely atmosphere in which children feel free to express themselves.'

Summary of main findings

The Roche School is a successful school. It fulfils its aims in creating a very caring and happy family environment in which pupils do well. They are well motivated and develop a strong sense of mutual respect and courtesy. Academic achievement is high. The curriculum is of good quality and emphasises the development of language, literacy and numeracy skills, which are well taught. The school fully meets the regulations.

What the school does well

- pupils' high achievement enables them to move on to schools of their choice;
- the teaching is good;
- it promotes good social development and self-confidence among its pupils;
- the curriculum is good and is enhanced by a wide range of visits and extra-curricular activities; and
- pupils' benefit from learning French at an early age.

What the school must do in order to comply with the regulations

The school fully complies with all the regulations.

Next steps

Whilst not required by the regulations, the school might wish to consider the following points for development:

- ensure that the teaching of mathematics in the middle part of the school enables pupils to acquire basic mathematical concepts and make good progress in the subject.

Compliance with the regulations for registration

1. The quality of education provided by the school

The quality of the curriculum

The curriculum is good. It is appropriate for the ages of the pupils at the school and meets their needs. It provides them with opportunities to develop their knowledge in all subjects of the National Curriculum. Religious education (RE) is taught weekly and French is taught from reception year. Specialist teaching of music, physical education (PE), French, art, design and technology and dance enables pupils to achieve well in these subjects. Information and communication technology (ICT) is taught weekly to pupils as a separate subject and is used effectively to support learning. All pupils have the opportunity to participate in the extensive drama and music programme. The school gives strong emphasis to the pupils' personal development through its planned programme.

Detailed schemes of work ensure suitable content and coverage of the subjects of the National Curriculum. The curriculum development team regularly reviews these. The planned actions within this review are appropriate to the school's priorities for future development. Medium-term plans are used effectively by staff to plan their weekly programme and daily lessons. The planning focuses on progression in the key skills of literacy, numeracy, speaking and listening. Curricular provision and classroom support for pupils with special educational needs is very good. The curriculum prepares pupils well for the entrance examinations they take for the next stage of their education. Pupils' work is further extended by the provision of homework. The nursery successfully integrates the Montessori methods of practical learning with the nationally recommended curriculum for pupils in the Foundation Stage.

An interesting range of educational visits further enhances pupils' learning. These have recently included visits to the theatre, museums and a Victorian house in Brighton. The school benefits from frequent visitors, which has included a parent demonstrating how to make sushi. Dance, music and sporting activities after school further extend the school curriculum. These clubs are well attended and pupils participate enthusiastically.

The quality of the teaching and assessment

The quality of teaching is good, with some being very good. Teaching is more consistently of a higher standard for the younger pupils and those at the upper end of the school. The better lessons are characterised by teachers' brisk pace, high expectations and effective questioning skills; for instance in a Year 2 lesson where pupils were able to demonstrate very good understanding of conversational text. Another feature of the most effective lessons is the teachers' strong subject knowledge. This is used effectively to take the pupils to a deeper level of learning. In less successful lessons, teachers' preparation and subject knowledge is not as thorough; this was more noticeable in mathematics in the middle years. Pupil involvement and progress is less marked in a small proportion of lessons, as is the effective use of time in some of the lengthier lessons.

Nursery staff provide good individual support to the youngest pupils. They effectively integrate a wide range of activities where pupils are enabled to share, take turns, mix socially and are especially encouraged in their speaking and listening skills. Good investigative opportunities are provided in the school. For example, in a Year 1 science lesson, pupils predicted what would happen to a range of objects placed in water and then went on to check floating and sinking properties through experimentation. Specialist teachers are used effectively, for example for pupils who need additional support and in the teaching of French.

The staff know their pupils well, and relationships are very good. Pupils behave well and are motivated to learn. Good opportunities are provided for pupils to develop their communication skills through speaking and listening in paired, group or class work. Teachers make effective use of resources, including the upgraded ICT facilities, along with classroom displays to support learning.

The school uses effective systems to assess and record pupils' progress. They are tested in the topics covered each term, and their achievement is measured against national norms. Pupils who need support with their learning are identified early and effective additional teaching is offered. Information from tests is used to inform reports to parents.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils

Provision for pupils' spiritual, moral, social and cultural development is good. The school succeeds in its aim to support its pupils in a pleasant, homely atmosphere in which they feel free to express themselves.

There are regular assemblies in which the school comes together to reflect on important aspects of life. Pupils' achievements are celebrated and religious festivals marked. There is a strong emphasis on supporting charities and helping others. Visits to local churches, links with a local primary school and occasional visits from religious leaders enhance the provision made for pupil's spiritual development.

A well-planned RE syllabus enhances pupils' understanding of cultural issues. They learn of the beliefs and customs of other faiths including Hinduism, Buddhism, Islam and Judaism. Much of the history and geography taught supports this work and considerably deepens pupils' understanding of current affairs. For example, in Year 5, pupils are taught about 'The Partition' of India and Pakistan in 1947 and the impact on the relationship between the Hindu and Muslim communities. The headteacher develops this further in his current affairs lessons.

The school provides effectively for pupils' social and moral development. Staff have high expectations of pupils' behaviour and courtesy to which they respond positively. All Year 6 pupils are given responsibility for supervising younger pupils at break times and speak convincingly about their need to 'set a good example'. The house system encourages pupils to give of their best and to develop a team spirit. The school provides a wide range of visits and residential trips to further develop pupils' social skills and support their academic learning.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils

Provision for the welfare, health and safety of pupils is good. The staff are very caring; they provide a safe and secure environment for its pupils whose welfare is given a high priority.

The school has a comprehensive range of policy documents and guidelines, which meet the registration requirements and are implemented fully. The school ensures the welfare, health and safety of its pupils with, for example, detailed risk assessments undertaken for all visits.

Appropriate records of pupils with special medical conditions or need are kept and made known to relevant staff. There are sufficient staff qualified in First Aid and a suitable room is made available. Lunchtimes are well organised. These are pleasant, social occasions where pupils eat packed lunches supervised by sufficient numbers of assistants.

The school has adopted Wandsworth Local Education Authority's child protection policy.

The school has made good provision for fire safety. There are regular documented drills, appliances are checked regularly and a detailed fire risk assessment has been carried out. The fire officer has confirmed that the fire safety precautions at the school are satisfactory.

The school has plans to extend the premises, which will include improved access, a toilet for the disabled and a lift and thus fulfils its duties under the Disability Discrimination Act 2002.

Does the school meet the requirements for registration?

Yes.

4. The suitability of the proprietor and staff

The school makes appropriate checks on staff prior to their appointment. It has been vigilant in carrying out checks with the Criminal Records Bureau on all staff. It is still awaiting the return of some of these and the relevant staff are supervised at present.

The teachers are well-qualified. There is a good range of age and experience on the staff. Effective use is made of well-qualified specialist and support staff.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation

The premises were originally built as a laundry in 1937. They are now suitable for use as a school. The owners have added an additional upper floor. The school is fortunate in having a spacious hall used for dining, PE, assemblies and drama. The premises are well maintained, clean and welcoming. Staff have made their classrooms and learning spaces attractive with displays of pupils' work, celebrating achievement. The classrooms are all adequate in size for the number of pupils and the furniture and fittings are suitable. The school benefits from having specialist rooms for ICT, science, special educational needs, cookery, art and design and technology. The ICT suite has recently been upgraded to a high standard and it is used effectively. There is a large hard-surfaced playground at the rear of the school. A local park is used for sports activities and a swimming pool for after-school clubs.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners

The school provides an appropriate range of information for parents and prospective parents. An attractive prospectus contains details of curricular provision and additional activities. A range of policies is available to parents on request, including those for anti-bullying and child protection.

Parents receive written termly reports on their children's progress, which they are able to discuss at consultation evenings twice yearly. They are welcomed into the school when collecting their children, enabling informal meetings to take place with the class teacher, if required. A school newsletter is sent out to parents each term.

The majority of parents who responded to the pre-inspection questionnaire considered that they were well informed about their children's progress.

Does the school meet the requirements for registration?

Yes.

7. The effectiveness of the school's procedures for handling complaints

The school's complaints procedure has recently been reviewed, and meets all requirements. A copy is now distributed to new parents and made available to all on request. It clearly states the procedure to be followed, should parents wish to make a complaint.

The parents' questionnaires indicated that many are aware of the school's procedure for dealing with complaints.

Does the school meet the requirements for registration?

Yes.

School details

Name of school:	The Roche School
DfES ref number:	212/6351
Type of school:	Nursery and Preparatory
Status:	Independent
Age range of pupils:	2-11 years
Gender of pupils:	Mixed
Number on roll (full-time pupils):	Boys 76, Girls 95, Total 171
Number on roll (part-time pupils):	Boys 19, Girls 9, Total 28
Number of pupils with a statement of special educational need:	Boys 2, Girls 2, Total 4
Annual fees (day pupils):	£7,200 - £7,950
Address of school:	11 Frogmore Wandsworth London SW18 1HW
E-mail address:	office@therocheschool.co.uk
Telephone number:	020 88770823
Fax number:	020 88751156
Headteacher:	Dr J Roche
Proprietor:	The Roche School Ltd
Lead Inspector:	Mrs Jill Bainton
Dates of inspection:	7 - 10 February 2005

Notes

The Roche School

Independent School

Inspection Report

DCSF Registration Number	212/6351
Unique Reference Number	101075
URN for registered childcare and social care	EY316602 EY316604 EY316609
Inspection number	329570
Inspection dates	11 November 2008
Reporting inspector	Michèle Messaoudi

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005). The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision¹ was conducted under Section 49(2) of the Childcare Act 2006.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

The Roche School is a non-selective independent nursery and primary school for boys and girls aged from two and a half to 11 years of age. It opened in 1983 and moved to Wandsworth in 1988. It was last inspected in February 2005. It also comprises two nursery settings situated on two separate sites in the London Boroughs of Fulham and Wandsworth. Altogether, there are 300 pupils on roll. There are a number of pupils with moderate learning difficulties and seven pupils with a statement of special educational need. A few pupils are bilingual or have English as an additional language. In the Early Years Foundation Stage (EYFS), there are 145 children of whom 35 attend full-time and 112 have publicly funded nursery places. Children under four have the opportunity to attend all day or part-time if they wish. The school is on the Early Years register for childcare. The Early Years were last inspected in September 2006.

The primary school teaches a curriculum that includes all the National Curriculum subjects with the addition of French and drama, and is designed to prepare the older pupils for the entrance examinations to selective secondary schools. The EYFS curriculum is taught through a Montessori approach. The school aims to 'help all pupils to reach good standards in spoken and written English, in mathematics and in their understanding of the physical and human context of their lives. Children's learning environment should be such that, whatever their talents, they take pride in their own achievements and are patient and buoyant where they find their studies difficult or prosaic.'

¹ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

Evaluation of the school

The Roche School provides an outstanding quality of education and meets its aims fully. The school has made good progress since the last inspection in addressing the issues related to the teaching of mathematics in lower Key Stage 2. Its curriculum is now outstanding as it enables pupils to make outstanding progress and prepares them extremely well for their future. The provision for pupils' personal development, welfare, health and safety is outstanding in both the preparatory school and EYFS. The EYFS managers have successfully addressed the issues of further promoting children's understanding of other languages, and ensuring that healthy habits are taught consistently well across the three settings. The overall effectiveness of the EYFS is good, enabling most children to make good progress. Understandably, parents express a very high level of satisfaction with the school. The school complies with all the regulations for independent schools.

Quality of education

The school is led by a thoughtful principal, experienced senior leaders and dedicated staff. The accuracy and depth of their self-review reflect their excellent capacity to make further improvements. As a result, the curriculum is outstanding. Its breadth enables all pupils to gain a broad base of general knowledge and key skills across a wide variety of subjects and develop interests that they can pursue to a high level. Pupils make outstanding progress in their learning. There is a great emphasis on reading and pupils develop exceptionally high level reading skills. Creative writing is a strength and pupils from Year 2 write at length in a good range of contexts. In response to parental demand, provision for sport and French has increased and the range of extra-curricular activities has broadened to include more art, drama, music and cookery. Art is taught by a practising artist and this provision is exemplary, including drawing, ceramics, animation and film-making. Music and singing are taught by subject specialists from the Nursery and individual instrumental tuition is available on request. French is also taught by a specialist and by the end of Year 6, pupils have a good command of elementary oral and written French.

The curriculum is very well planned, well resourced and constantly reviewed to meet the needs of all pupils closely and raise standards further. For example, the teaching of Key Stage 2 pupils in ability sets in English and mathematics has improved their achievement significantly. The schemes of work for information and communication technology (ICT) are being reviewed to enhance presentation skills and data handling, and to introduce programming skills. ICT is used effectively as a learning and teaching tool across subjects. The provision for pupils who have learning difficulties is exemplary, owing to staff expertise and a strong commitment to inclusion. Pupils who have learning or linguistic needs make as much progress as their peers owing to very good planning and support. The curriculum is monitored very effectively by the senior managers and newly appointed subject leaders.

The quality of teaching and assessment is good. There is a good structure in place to ensure the retention and professional development of staff. The key strength of teaching is the positive impact of a core of inspirational and experienced staff on the quality of learning. There is a shared understanding of what makes good teaching. Teachers have good subject knowledge and, owing to the small size groups, they have a good understanding of pupils' prior attainments, aptitudes and needs. They have high expectations and plan tasks that provide a good level of challenge. Staff ask open questions that make pupils think. They employ a variety of methods that match pupils' various learning styles and make excellent use of time, and good use of resources. Teaching assistants are deployed effectively to support individuals well. Staff foster excellent relationships that enable pupils to work in a relaxed but purposeful atmosphere in which they can flourish. All staff seek to develop high standards of literacy and oracy in most subjects and promote independent learning. Some staff model a very high level of language consistently. However, the over-use of worksheets in some subjects does not support the very good promotion of independent writing seen in others. The school has correctly identified as areas for improvement the need to involve pupils more directly in managing the progress of their own learning and to develop more rigorous systems to track their individual progress. Whilst pupils gain a good understanding of how to improve through verbal feedback, the quality of marking is inconsistent.

Spiritual, moral, social and cultural development of the pupils

The school makes outstanding provision for pupils' spiritual, moral, social and cultural development. Every care is taken to provide each pupil with an opportunity to find something they can excel at. Consequently, pupils enjoy school life and their attendance and behaviour are good. In the words of a Year 6 pupil, 'there are lots of clubs so we can find our hobbies and talents. I'm coming up to my entrance examinations and the school really helps me.' The excellent promotion of pupils' personal development is underpinned by a strong belief in 'dialogue as a means of developing pupils' understanding and discrimination and to investigate working assumptions.' This is promoted very effectively by most staff, who foster perseverance and plan opportunities for reflection. Pupils make lively contributions in class in the confidence that their views are heard and valued. Pupils are encouraged to explore ideas and concepts at a deeper level through discussion and project work undertaken every term on global issues. This is also enhanced by drama, as every pupil is involved in the production of their year-group play. They learn to develop a good understanding of how the various characters interact with each other. Drama also makes a strong contribution to developing pupils' speaking and listening skills, their self-esteem and self-confidence.

The provision for pupils' cultural and social development is exceptional and the breadth of multicultural education is exemplary from the Nursery onwards. Through the religious education curriculum, pupils gain a very good awareness of diversity, which is enhanced by other subjects. They demonstrate understanding and

appreciation of each other's cultural, physical and intellectual differences. Children in the EYFS and Key Stage 1 learn about public institutions through the 'people who help us' topic. However, this area is not sufficiently structured in Key Stage 2 and a significant minority of older pupils feels that they do not contribute sufficiently to school improvements. Pupils have many opportunities to contribute to their school and local community. For example, they can join the junior or senior choir and the school orchestra. Pupils of all musical abilities are encouraged to participate in annual Eisteddfod competitions. Links with schools in Africa are at an early stage.

Pupils are very confident, resilient, friendly and have excellent key and teamwork skills that prepare them extremely well for their future. They can aspire to management roles in Year 6. All Year 6 pupils succeed in gaining entrance to selective secondary schools.

Safeguarding pupils' welfare, health and safety

Provision for pupils' welfare, health and safety is outstanding, supported by robust policies and procedures that are implemented consistently and reviewed annually. The safeguarding policies and procedures comply fully with the latest guidance. A suitable number of staff have appropriate first aid training including paediatric qualifications for EYFS staff. Detailed records are kept of any injuries, accidents or medical needs and the required range of health and safety checks and risk assessments are regularly carried out. The school fulfils its obligations under the Disability Discrimination Act (DDA) 2002 and currently provides good access to the curriculum for pupils with hearing impairment and dyslexia.

The school creates a happy and relaxed family atmosphere that engenders a positive sense of well-being amongst the pupils, in the confidence that their individuality is respected. Pupils are well supervised, feel safe, secure and well cared for, and instances of bullying are rare. They show a very good awareness of how to keep themselves and each other safe and move carefully around the school. Pupils' understanding of healthy lifestyles is promoted very effectively by the curriculum, the expansion of the provision for sports and a school ban on fizzy drinks, chocolate bars and sweets. There is also access to fresh water throughout the day. The school provides facilities to park bicycles in response to a significant number of parents who wish to cycle to school with their children.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the EYFS is good and the provision fully meets the requirements set out for this age group and those who are under three. The leadership and management of the EYFS are good because those in charge are focused on enabling children to make good progress in their learning and development. The detailed self evaluation accurately identifies the key priorities for improvement, such as the wider use of ICT in the Nursery and the development of activity zones in the outdoor areas.

The EYFS places a great emphasis on children's personal development and well-being which are outstanding. Children form exceptionally positive and respectful relationships with others. They settle in and behave well, and are very keen to learn. They develop independence by being able to choose activities as they can gain ready access to resources, and by helping themselves to water, for example. Children contribute to the organisation by setting the table for lunch and helping to tidy up. They know how to stay safe and use tools carefully. They adopt good hygiene practices. The parent of a Nursery child says, 'My child was 'special person of the week' who helped with extra jobs and loved it; she told her whole family about it.' However, some activities are unnecessarily dominated by the adults and there are missed opportunities to develop a higher level of independence in children's learning.

Every child is recognised as unique and planning is strongly related to their starting points and abilities. The care for children with learning difficulties and disabilities is good and these children make good progress throughout the EYFS. The learning environment is well prepared to provide a good balance of adult-led and child-initiated activities and a rich variety of practical experiences that integrate several areas of learning. For example, in one Nursery class, where the children made Russian dolls using plastic cups of different sizes, their teacher made links with the mathematical concept of enlargement. In Reception, there are more teacher-led activities but children have daily opportunities for free play. Reading skills are very well taught through the same system in Nursery and Reception and children progress rapidly in reading. Children's language development and awareness of cultural diversity is enhanced by the introduction of Spanish in the Nursery in addition to French which is also taught in Reception. Consequently, children make at least good progress across all areas of learning in relation to their varying starting points. By the end of Reception, they achieve levels that above those expected for their age. The school has identified as an area for development, the need to share with parents information about children's individual learning journeys.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- implement strategies to involve pupils more directly in managing the progress of their own learning and further develop tracking systems to monitor their individual progress rigorously
- further develop independent learning in all aspects of the EYFS children's activities and the use of ICT in the Nursery
- as acknowledged by the school, continue to improve the use of all outdoor areas in the EYFS and develop records of children's individual 'learning journeys.'

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning	✓			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?	✓			
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?	✓			
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

School details

Name of school	The Roche School		
DCSF number	212/6351		
Unique reference number	101075		
EY URN (for registered childcare only)	EY316602, EY316604, EY316609		
Type of school	Primary and nursery		
Status	Independent day school		
Date school opened	1983		
Age range of pupils	2-11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils) (includes all provisions)	Boys: 95	Girls: 70	Total: 165
Number on roll (part-time pupils)	Boys: 62	Girls: 49	Total: 111
Number of pupils aged 0-3 in registered childcare provision	Boys: 11	Girls: 13	Total: 24
Number of pupils with a statement of special educational need	Boys: 6	Girls: 1	Total: 7
Annual fees (day pupils)	£10,020		
Annual fees (childcare)	£9,150		
Address of school	11 Frogmore Wandsworth London SW18 1HW		
Telephone number	0208877 0823		
Fax number	0208875 1156		
Email address	office@therocheschool.co.uk		
Principal	Dr James Roche		
Proprietor	Mrs Carmen Roche, Dr James Roche		
Reporting inspector	Mrs Michèle Messaoudi		
Dates of inspection	11 November 2008		

The Roche School

11 Frogmore, Wandsworth, London, SW18 1HW

Inspection dates

13–15 May 2014

Overall effectiveness

Achievement of pupils

Quality of teaching

Behaviour and safety of pupils

Leadership and management

Outstanding

1

Outstanding

1

Outstanding

1

Outstanding

1

Outstanding

1

Summary of key findings

This is an outstanding school.

- Pupils have made rapid progress and achieved exceptionally well over the past few years in reading, writing and mathematics.
- By the end of Year 6, standards of attainment are above average and pupils are very well prepared for secondary school.
- Pupils are very capable readers and write very well; this contributes to their outstanding progress in other subjects.
- Pupils have an excellent understanding of English grammar; they are careful to spell and punctuate correctly.
- Teaching is highly effective; interesting, well-chosen activities ensure that pupils are motivated to achieve high standards in their learning.
- Behaviour is outstanding in all lessons and around school; this contributes to a purposeful learning environment where pupils thrive.
- School leaders make sure that pupils are always safe and secure; parents and carers agree that their children are safe and very well cared for.
- Outstanding leadership of teaching ensures that pupils make outstanding progress and achieve exceptionally well.
- Proprietors are very effectively involved in the overall running of the school. They provide school leaders with high levels of challenge and support them exceptionally well.
- The headteacher and middle managers have succeeded in creating an environment where pupils enjoy learning. Staff are proud of the school and parents and carers feel supported.
- Pupils say that they 'love school' and 'staff are really friendly!' This is confirmed by their high commitment to learning and above average levels of attendance.

Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Full report

Information about this school

- The Roche School is a non-selective, independent primary school for boys and girls aged from four to 11 years. It opened in 1983 and moved to Wandsworth in South West London in 1988. It also comprises three separately registered nursery settings: one is located at the school site and two are situated at two separate sites in the London Boroughs of Fulham and Wandsworth.
- Altogether, there are 282 pupils on roll. There are a significant number of pupils with moderate learning difficulties and eight pupils with a statement of special educational needs. A significant number of pupils are bilingual or have English as an additional language.
- The curriculum includes all of the National Curriculum subjects with the addition of French and philosophy, and is designed to prepare older pupils for the entrance examinations to selective secondary schools.
- The school aims to 'help all pupils reach good standards in spoken and written English, in mathematics and in their understanding of the physical and human context of their lives'.
- The school's stated ethos is that 'children's learning environment should be such that, whatever their talents, they take pride in their own achievements and are patient and buoyant where they find their studies difficult or prosaic'.
- The school was last inspected in November 2008.

What does the school need to do to improve further?

- Establish a standard system of marking pupils' work for all year groups so that they are always clear about how they can improve and can attain even higher standards in their work.
- Encourage pupils to be even more involved in the running of the school by ensuring that they have opportunities to have a direct impact on bringing about changes in the school.

additional language, make outstanding progress in all subjects.

- Teachers carefully check pupils' understanding in lessons and intervene when necessary to ensure that they fully understand what is being taught. This process has a notably positive impact on the quality of their learning.
- Pupils are split into groups according to their abilities, and learning activities provide appropriate levels of challenge for pupils in each group. Teaching assistants contribute to lessons effectively by helping individual pupils and groups of pupils to participate fully in lessons and to achieve their very best.
- Teachers assess pupils' achievement and progress very effectively. They mark work regularly and this helps pupils improve their work by helping them focus on areas that need to improve. However, the school does not have a standard system of marking pupils' work across all year groups so pupils are not always clear about how they can improve and attain even higher standards in their work.
- Teachers use well-judged and often imaginative approaches that help get the best out of pupils. For example, during a Year 5 English lesson on descriptive writing, pupils acted out 'freeze frames' and were photographed in order to help them visualise the scenes to help them improve their writing.
- Pupils are set appropriate homework assignments that help them to fully secure the learning at school. Consequently, they learn exceptionally well and make rapid progress in all subjects.

Behaviour and safety of pupils

Outstanding

- The behaviour of pupils is outstanding in lessons and around school; this contributes to an outstanding learning environment where pupils learn exceptionally well and make outstanding progress.
- The safeguarding and welfare requirements of the Early Years Foundation Stage are fully met.
- Pupils show excellent attitudes towards learning at all times. Pupils concentrate during lessons exceptionally well; they are always interested, engaged and keen to learn new things.
- Pupils' excellent conduct, manners and punctuality are evidence of how proud they are of their school.
- Pupils show that they are very keen to learn by asking questions when they do not understand and by taking part in discussions and debates. An example of this is a Year 5 personal, social and health education (PSHE) lesson on human rights where pupils excitedly debated whether people should be allowed to wear religious symbols at work.
- Pupils get along very well together; during lessons they work together, for example, in pairs and groups. This helps them learn exceptionally well and gives them insights into the importance of teamwork. For example, every year group performs an annual play. The Year 4 'Robin Hood' play observed during the inspection was outstanding; pupils performed exceptionally well and every pupil had a chance to be 'in the spotlight', acting, singing or narrating.
- Pupils express their opinions about the running of the school through the student council. The council meets regularly to discuss different aspects of the school but is not always effective in bringing about actual changes to the running of the school.
- The school's work to keep pupils safe and secure is outstanding; this is confirmed by both pupils and parents and carers. Pupils are fully aware of the different forms of bullying, including cyber bullying and prejudice-based bullying. Pupils say that bullying in the school is very rare.
- Pupils know how to keep themselves safe and are confident that staff will help them whenever they need assistance.
- Pupils gain a very well-developed knowledge of their own and other cultures through religious education, PSHE, art, visitors to the school and trips to different places of worship. As a result, they appreciate and promote diversity and challenge prejudice and discrimination.
- Attendance is excellent; it has been above the national average over the past few years.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate
<p>Detailed grade characteristics can be viewed in the <i>Non-association independent school inspection handbook</i> which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.</p>	

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The Roche School

11 Frogmore, Wandsworth, London SW18 1HW

Inspection dates

27 February–5 March 2018

Overall effectiveness

Good

Effectiveness of leadership and management

Good

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Good

Outcomes for pupils

Good

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Outstanding

Summary of key findings for parents and pupils

This is a good school

- Leaders, proprietors and staff have ensured that all the independent school standards are met.
- The headteacher and deputy headteacher provide strong leadership and are supported well by the senior leadership team.
- Leaders ensure that effective safeguarding systems are understood and used appropriately by staff. Pupils are kept safe at school and they feel well cared for. The majority of parents and carers are happy with the school.
- Leaders ensure that the school is warm, welcoming and inclusive. It provides equal opportunities for all pupils to be successful learners.
- Staff promote pupils' spiritual, moral, social and cultural development extremely well.
- Pupils behave well in lessons and around the school. Pupils say that there is no bullying; teachers respond swiftly to any minor behaviour incidents. Pupils attend well and enjoy coming to school. They are polite and respectful.
- Pupils are taught a range of subjects as part of an interesting, stimulating curriculum. Art, sports, music and technology are particular strengths within the broad curriculum on offer.
- Teaching in key stages 1 and 2 is good and leads to strong pupil outcomes. Occasionally, teachers do not adhere to their policy to give pupils clear guidance on their work to help them make the very best progress.
- The advisory board are committed to providing the best possible education for pupils. However, they do not consistently offer the support or challenge to leaders necessary to move the school forward.
- The early years provision requires improvement. There is inconsistent quality of leadership and teaching in this phase of the school, which leads to variability in children's outcomes.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Enhance the capacity of the leadership team, by:
 - strengthening the role of the advisory board in supporting leaders and holding them to account for all aspects of the school's work
 - further developing the role of the middle leaders in supporting teachers to provide effective guidance to improve the achievement of all pupils across all phases of the school.
- Ensure that the quality of the early years provision is consistently effective, by sharing good practice across the Nursery and Reception classes.

Inspection judgements

Effectiveness of leadership and management

Good

- The leadership structure has significantly changed since the time of the previous inspection. The headteacher and deputy headteacher work very well together. They have a sharp understanding of what the school needs to do to improve further and they motivate other leaders who share their vision and high expectations for pupils. As a result, staff and pupils are proud of their school and standards achieved by pupils are high.
- Leaders have ensured that all of the independent school standards are met.
- Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils benefit from a range of opportunities which are helping them to become tolerant and thoughtful British citizens. For example, they take part in a range of charity events in the local community. They learn about festivals celebrated by different faiths and they visit various places of worship. Pupils are proud that the school won an environmental award for sustainable travel. They contribute enthusiastically to the school magazine.
- Leaders use aspects of the national curriculum but tailor it to meet the school's needs. The curriculum interests and inspires pupils. Sports provision is strong and pupils enjoy competing in sporting events with other local schools. They also enjoy performing in the three school choirs. Music is another strong feature of the curriculum. The high-quality art displays around the school show that pupils benefit from a rich art curriculum. Strong specialist teaching helps pupils to make good progress in design and technology.
- The headteacher, deputy headteacher and primary phase leaders have an accurate view of the quality of teaching across the school. Leaders recognise that this is not yet a consistent strength across the leadership team and are therefore supporting all subject leaders well to develop these skills.
- Many parents speak highly about the school's work. Any complaints are dealt with appropriately by leaders.
- Funding for pupils with education, health and care plans is spent well so that staff ensure pupils who have special educational needs (SEN) and/or disabilities make good progress. However, leaders' oversight and evaluation of this aspect of the school's work lacks clarity, organisation and precision.
- Leaders track the progress and attainment of pupils in the primary phase rigorously and accurately. However, their tracking of outcomes and progress across the early years provision is weak. This is because of the lack of consistency between systems and structures across the Nursery and the Reception classes. At the time of the inspection, leaders had no information about the proportion of children who achieved a good level of development at the end of the Reception Year in 2017. Therefore, leaders had little understanding that the outcomes were below those seen nationally.

Governance

- The proprietors are highly committed to providing a good standard of education for their pupils. They trust and value the headteacher and other leaders and have confidence that they will continue to improve the school.

- The two proprietors have recently been joined by a third governor to create an advisory board. The aim of the board is to strengthen the support and challenge offered to leaders. However, this work is very new and has yet to have an impact. The school's safeguarding leaders are effective and ensure that the proprietors meet their statutory duties. However, the proprietors do not routinely or rigorously monitor the work of leaders. For example, key information such as the checks which proprietors make on the records relating to safe recruitment of staff is not recorded. Similarly, proprietors do not check information held when pupils leave the school to ensure that their leaders have met all current requirements. While all this information is thorough and well organised, leaders agree that they would benefit from knowing that those they are accountable to have checked their work.

Safeguarding

- The arrangements for safeguarding are effective.
- Designated safeguarding leaders are rigorous in their approach to safeguarding pupils. They have an incisive understanding of any vulnerable pupils in their care. They are relentless in their work to ensure that pupils receive support from external services when necessary. They seek appropriate advice and support from the local authority.
- Staff receive up-to-date, relevant safeguarding training to help them understand signs of abuse or radicalisation. They adhere to the school's safeguarding referral system.
- Appropriate checks are made to ensure that staff are suitable to work with children. Robust systems are in place for checking and supervising visitors to the school.
- The school site is safe and secure and leaders respond quickly when minor adjustments to the building are needed in order to maintain safety.
- Pupils say that they feel safe at school and the majority of parents who shared their views with inspectors also felt confident that their children are safe.
- Proprietors do not systematically or regularly monitor the work of the designated safeguarding leaders.

Quality of teaching, learning and assessment

Good

- Teachers offer a curriculum that enables pupils to make good progress from starting points which are broadly above those seen nationally. Teachers have high expectations of pupils, who develop positive attitudes to learning.
- The strongest teaching in the school is seen in upper key stage 2. Enthusiastic, fun-filled teaching and secure subject knowledge lead to pupils' very strong progress in reading, writing and mathematics. Teachers know pupils extremely well and target their teaching appropriately and highly effectively. This leads to high standards by the end of Year 6. Typical of the excellent teaching seen was a problem-solving lesson with the oldest pupils in the school. Pupils were grappling with a range of interesting problems; teachers used skilful, incisive questioning to help pupils think deeply, reason and philosophise. Pupils demonstrated a love of learning and debate. They were reaching levels of sophistication in their thinking which were well above those seen typically in the primary phase.

- Teachers ensure that pupils become confident readers who read widely and often and make good progress. The beautiful library inspires pupils to read and carefully targeted intervention sessions help pupils who are at risk of underachieving to catch up. Reading is promoted well across all aspects of school life. Pupils enjoy reading the school magazine which they contribute to. The school community dressed up and celebrated World Book Day with great enthusiasm during the inspection.
- Teachers develop pupils' knowledge and skills well in a range of subjects in addition to reading, writing and mathematics, including music, science, art, and design and technology.
- Teachers across the primary phase plan interesting lessons for pupils, which leads to good progress overall. However, sometimes lessons review and revise learning which pupils are already secure with. As a result, progress for the most able pupils is not as strong as it could be. For example, phonics sessions occasionally revise letters and sounds that pupils already know and can use in their reading and writing. Teachers sometimes fail to recognise this and therefore do not stretch pupils' learning further.
- Sometimes, in mathematics lessons pupils are given multiple worksheets which repeat content that they are already secure with. They therefore do not make the strong progress and reach the higher standards of which they are capable. Occasionally, teachers do not pick up on errors or misconceptions swiftly enough. This means that the guidance they give at the point of learning is not as sharp or effective as it could be. In some instances, the least able pupils are not consistently given the help they need to make even better progress.
- There is a lack of consistency in applying the school's policy on giving pupils sharp verbal guidance during lessons and written guidance in books. This does not consistently benefit pupils as it is sometimes not appropriate to their age or needs. Pupils are not consistently given opportunities to respond to written guidance when it is given, and therefore do not fully benefit from it.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are successful, confident learners. Staff ensure that pupils have high expectations of themselves and this has a positive impact on their self-esteem.
- Leaders are highly committed to ensuring equality of opportunity. They value and use pupils' views via the school council to improve the school.
- Pupils are committed to helping people who are less fortunate than themselves and are enthusiastic about the charity work they undertake. They care about issues beyond the school such as environmental dilemmas. They have a tolerant, kind approach to people who have different beliefs, families or cultures to their own.
- Teachers and leaders ensure that pupils have a good understanding of how to keep themselves safe within and beyond school, including online.
- Pupils generally take pride in their achievements but do not always take pride in their work by presenting it well, particularly in mathematics books.

Behaviour

- The behaviour of pupils is good. Pupils state confidently that there is no bullying in the school or any discriminatory behaviour. They are clear that adults would take appropriate action if there was any poor behaviour. Pupils play and learn well together.
- There is some unfocused behaviour in lessons when teachers fail to pick up on misconceptions or when pupils do not receive effective guidance. However, pupils are quick to refocus when challenged. They work hard and try their best.
- Pupils' attendance is in line with the national average.

Outcomes for pupils

Good

- Pupils are very well prepared for the next stage of their education. Pupils are successful in securing a place at the secondary school of their choice and teaching equips them well for the move.
- In 2017, pupils at the end of Year 6 achieved standards that were well above the national average in reading, writing and mathematics.
- The school's own information about pupils' attainment shows that the majority of pupils from Years 1 to 6 who are currently at the school are working at standards which are at least at the expected level for their age in reading, writing, phonics and mathematics. Many pupils across the school are working at standards which exceed those expected for their age group.
- Pupils' books and information gathered by phase leaders show that most pupils across the primary phase are making at least good progress in their learning. The most able pupils do not consistently make the progress they could. This is because teaching does not stretch, guide or challenge them to do so. The small number of pupils who are working below the standard expected for their age do not consistently make the swift progress they need to, to catch up with their peers. This is because teaching does not consistently meet their needs.
- Pupils who have SEN and/or disabilities make good progress because teaching meets their needs.

Early years provision

Requires improvement

- The early years provision requires improvement because there is a lack of strong leadership across this phase of the school's work. There are several leaders within this phase but there is a lack of consistency and quality of leadership between them. Leaders do not routinely evaluate the progress children make from entry to the provision to when they leave it. Leaders in the Nursery are currently developing an effective system for doing this, but it is not yet embedded across the whole phase.
- Leaders do not have a sharp understanding of how outcomes at the end of the early years foundation stage compare with national averages. For example, in 2017 the proportion of children achieving a good overall level of development at the end of the Reception Year was below the national average. Leaders responsible for this phase lack a

clear understanding of what this information means or how it could impact on their plans for school improvement.

- Leaders have not ensured that there is consistently strong teaching across the early years. Teaching is variable and often not based on a fine-tuned understanding of where children are in their learning. This is most evident in the Reception classes, where children are given tasks and challenges which are sometimes well beyond their developmental level. For example, children who are at the very earliest stages of recognising that letters represent sounds and those who are beginning to explore pre-writing skills such as mark-making are given tasks which require them to have an accomplished pencil grip and to understand the idea of 'spacing' in a sentence. This fails to meet their needs and does not help them to make progress in their early writing skills.
- Typical of the strongest teaching seen in the early years are sessions in the Nursery class where practitioners skilfully move children forward in their learning. For example, during one session a practitioner developed children's understanding of book conventions and stories through sharing high-quality children's books with them and guiding them with skilful questioning and prompts.
- The learning environment in the early years reflects all the areas of learning within the early years foundation stage. Staff do very well in managing the limited space in the outdoor provision. Children benefit from a range of purposeful activities inside and outside the classrooms. However, role play areas do not consistently entice children in to play and to learn. Occasionally, posters and print displayed in these areas contains text which is well above the reading level of the children. Writing areas are sometimes uninspiring, with very few writing resources to enthuse young learners.
- Children in the Reception classes are making variable progress.
- Activities in the Nursery class draw children in because they are interesting, engaging and exciting. As a result, the children in Nursery are enthusiastic about their learning and children who are currently in the Nursery class are making good progress.
- Children are safe and happy within the early years and they develop trusting bonds with adults. They behave very well. Expectations for good behaviour are made very clear by staff and are adhered to by children.
- Leaders ensure that the school meets the independent school standards in relation to early years provision.

School details

Unique reference number	101075
DfE registration number	212/6351
Inspection number	10035776

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

Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Number of part-time pupils	None
Proprietor	The Roche School Ltd
Chair	Mr J Roche
Headteacher	Ms V Adams
Annual fees (day pupils)	£13,170
Telephone number	020 8877 0823
Website	www.therocheschool.com
Email address	office@therocheschool.co.uk
Date of previous inspection	13–15 May 2014

Information about this school

- The Roche School is a non-selective, independent primary school for boys and girls aged from two to 11 years.
- The school opened in 1983 and moved to Wandsworth in South West London in 1988. The early years provision comprises one Nursery class and two Reception classes. There are 300 pupils on roll.
- The school has two sites. The main school is at Frogmore, with an additional leased building at Hilden House.

- There are a wide variety of faiths and ethnicities represented in the school. Many pupils speak English as an additional language, with a total of 14 different languages being spoken.
- The school has 17 pupils who have special educational needs (SEN) and/or disabilities and have an education, health and care plan.
- The school was last inspected in May 2014.

Information about this inspection

- Due to adverse weather conditions, inspectors were unable to complete the inspection in two consecutive days. Leaders agreed to extend the timescale for the completion of the inspection on 5 March.
- Inspectors observed learning in all classes except Year 3 and reviewed pupils' work from all year groups across a range of subjects.
- Inspectors held meetings with senior leaders, middle leaders and the proprietors. Discussions took place with some parents, and 152 responses to Ofsted's online questionnaire, Parent View, were reviewed. Inspectors considered 43 responses to Ofsted's staff questionnaire.
- Inspectors heard a sample of pupils read, and discussions took place with pupils about their work and their views of the school.
- Inspectors scrutinised a wide range of documentation. This included the school's self-evaluation and improvement plans, attendance data, behaviour logs and health and safety audits. Inspectors also scrutinised policy documents, including curriculum and assessment information and the school's own progress data. They also considered safeguarding records.
- Inspectors observed pupils' conduct around the school, and at break and lunchtimes. Pupils took inspectors on a 'curriculum tour' of the school.

Inspection team

Ruth Dollner, lead inspector

Her Majesty's Inspector

Neil Harvey

Ofsted Inspector

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