

# Hall School Wimbledon

Stroud Crescent, Putney Vale, London SW15 3EQ

## Inspection dates

6–8 June 2017

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is an inadequate school

- The proprietor and principal have not ensured that the school meets the independent school standards.
- There is no governing body. No one has checked or scrutinised leaders' work closely enough to spot weaknesses. As a result, there are significant deficiencies in the school's management systems.
- Safeguarding arrangements are not effective. Leaders have not ensured that effective systems are in place to help keep pupils safe.
- Health and safety, and risk assessment policies are ineffective and do not ensure that identified risks are appropriately managed and reduced.
- Leaders lack the capacity to focus on and improve deficiencies that they have identified, such as in the curriculum.
- The curriculum does not provide effective opportunities for pupils in the junior school to experience and develop technological skills.
- Leaders have not ensured that staff training is clearly linked to improving their performance.
- Teaching does not routinely meet the needs of pupils who have special educational needs and/or disabilities, or provide suitable challenge for the most able.
- Phonics teaching in the early years is not supporting rapid developments in children's early reading. The early years requires improvement.
- Senior school pupils do not receive impartial and effective careers advice and guidance that prepare them well for the next stage of their education, training or employment.

### The school has the following strengths

- Pupils' behaviour is good. They play, learn and interact well with one another. Bullying is rare and instances of poor behaviour infrequent.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils demonstrate the school's values with confidence.
- Teaching, learning and assessment, and pupils' outcomes require improvement. Strengths, for example in the teaching of languages, are not consistent across the school.
- Pupils' creative skills are developed effectively, through the range of enrichment activities.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

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

- Improve leadership and management, by ensuring that:
  - the school’s arrangements for safeguarding are effective and any concerns raised by staff, pupils, parents or outside agencies are thoroughly and appropriately recorded, investigated and reported to relevant external agencies
  - the recommendations of the recent safeguarding audits are implemented without delay
  - leadership roles are developed, so that leaders effectively assist in supporting rapid school improvements
  - risk assessments are precise, accurate, account for the ‘unthinkable’ and are consistently well applied
  - well-considered staff training is sharply linked to teachers’ performance management, the school’s development priorities and the independent school standards
  - the implementation of the school’s agreed policies is wholly effective and precise.
- Improve teaching, learning and assessment, and outcomes by:
  - developing, implementing and reviewing a curriculum policy to meet pupils’ needs
  - improving the provision for pupils who have special educational needs and/or disabilities, so that they make at least good progress from their starting points
  - ensuring that teaching challenges the most able across subjects and year groups
  - improving the development of children’s phonics (letters and the sounds they represent) and literacy skills, particularly in the early years
  - ensuring that pupils in the junior school experience technological learning
  - providing careers advice and guidance that are impartial and fully prepare pupils for their subsequent education, training and employment.

### The school must meet the following independent school standards:

- The proprietor must ensure that there is a written curriculum policy that takes into account the ages, aptitudes and needs of all pupils, and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 2(1), 2(1)(a), 2(1)(b)(i) and 2(1)(b)(ii)).
- The proprietor must ensure that pupils of compulsory school age gain experience in technological education and in the secondary phase receive accurate, up-to-date careers guidance that is impartial and enables pupils to make informed choices about a broad range of career options (paragraph 2(2), 2(2)(a), 2(2)(e), 2(2)(e)(i) and 2(2)(e)(ii)).
- The proprietor must ensure that teaching at the school: enables pupils to acquire new

knowledge and make good progress according to their ability; involves well-planned lessons and effective teaching methods, activities and management of class time; shows a good understanding of the aptitudes, needs and prior attainment of pupils; and ensures that these are taken into account in the planning of lessons (paragraph 3, 3(a), 3(c) and 3(d)).

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor promotes good behaviour amongst pupils by ensuring that the policy is implemented effectively (paragraph 9 and 9(b)).
- The proprietor ensures that the health and safety policy results in robust action to ensure that all health and safety laws are complied with (paragraph 11).
- The proprietor ensures that the welfare of pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce the risks identified (paragraph 16, 16(a) and 16(b)).
- The proprietor must ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1) and 23(1)(c)).
- The proprietor must ensure that the curriculum policy is 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 (paragraph 32(1), 32(1)(b), 32(3) and 32(3)(c)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school: demonstrate good knowledge and skills appropriate to their roles so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).
- The proprietor must ensure that all of the statutory requirements for the Early Years Foundation Stage are met by ensuring that the school's arrangements for safeguarding are effective.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The proprietor and leaders have not ensured that the school meets all of the independent school standards, including those identified at the emergency inspection in February 2017. They have not been effective in maintaining the quality of education and the welfare, health and safety of the pupils since the last inspection. Significant weaknesses in the school's performance have not been addressed effectively. Consequently, the standard of teaching, learning and assessment across the school is too variable. Pupils' progress is inconsistent across year groups and subjects. Staff do not consistently implement policies and procedures.
- The health and safety, and risk assessment policies of identified issues provide appropriate guidance on how they should be managed, but these policies are not consistently applied. Inspectors highlighted hazards during the inspection that had either not been identified by staff or had not been adequately assessed for the risk that they posed to pupils and staff. Risk assessments vary in quality and precision. Some fail to identify what staff should do if the identified risk should occur. Leaders amended the risk assessment policy during the inspection to make it robust.
- The curriculum does not provide pupils in the junior school with regular and effective opportunities to develop their technological skills. Pupils told inspectors that they do not use computers in school. In the senior school, through recent investment in new computers and subject courses in media studies and photography, pupils enjoy effective technological learning.
- Leaders have not drawn up a written curriculum policy for the whole school. The principal is currently developing the policy for the junior school, but there is no policy for the senior school. As a result, staff, pupils and parents are not provided with clear expectations of pupils' learning and progress over time. Short- and long-term plans for pupils' learning across subjects vary in quality and precision. As a result, pupils do not make good progress across all subject areas.
- Teaching, learning and assessment require improvement. Staff training and the school's arrangements for checking teachers' performance are not focused precisely on improving the weaknesses that exist. Some staff reported to inspectors that decisions about promotion were not always open and transparent.
- The leadership of the provision for pupils who have special educational needs and/or disabilities is weak. Staff know individual pupils well, but there is a lack of accountability for their academic performance. The special educational needs coordinators (known as enhanced learning leaders) do not have a role in staff training and monitoring. Consequently, teachers do not develop the knowledge and skills required to meet the needs of these pupils.
- School policies for behaviour management are not consistently followed. Pupils' behaviour is good, but when instances of poor behaviour or bullying do occur, staff's responses do not consistently match the expectations of the policy. The school's behaviour and anti-bullying policies identify how incidents of poor behaviour should be recorded and followed up, but this is not the case in practice.

- Leaders do not have a written policy that explains the strategy to support pupils' spiritual, moral, social and cultural development. However, pupils across year groups reported to inspectors that they receive regular opportunities to develop those skills. Pupils are very aware of current global political developments and readily discussed with inspectors topics including the rule of law and respecting diversity. Pupils in the junior school were able to discuss the Greek origins of democracy with confidence and enthusiasm. Through the enrichment opportunities that teachers plan and through their subject studies, pupils are well prepared for life in modern Britain. Pupils' awareness and understanding of the protected characteristics of the Equality Act 2010 are secure.
- The majority of parents who responded to Ofsted's online survey, who contacted Ofsted directly or spoke to inspectors, are happy with the school. Most parents feel that their child is safe and making good progress. Some expressed concern and disappointment with aspects of the school's work. This includes the lack of governance to hold leaders to account for their work and unclear lines of communication to provide feedback to senior leaders.

## **Governance**

- The headteacher (known as the headmaster) is the sole proprietor and represents the top of the school's internal management and governance structure. The headteacher is responsible for academic standards and the principal, the headteacher's brother, is responsible for the administrative functions in the school. The proprietor and principal have not been effective in holding one another to account for the school's performance. Consequently, standards have fallen and they have not addressed significant weaknesses in the school's safeguarding arrangements, health and safety plans, and the management of risk.
- There has been a lack of urgency in how the school has addressed concerns, including those raised by staff and Ofsted in the past.
- There is no written strategy that defines the school's curriculum. The junior school's curriculum policy is currently being developed, but this has taken too long. Policies, including for the assessment of risk, health and safety, behaviour and anti-bullying, have not been implemented effectively.
- The principal, representing the proprietor during the inspection, told inspectors that he recognised that the lack of governance oversight has meant that weaknesses have not been addressed effectively. The principal has accepted the recommendations of two external reviews of the school's safeguarding procedures and policies. These included recommendations to introduce a new layer of governance in the management of the school, so that leaders are held to account effectively. Consequently, improvements are only now beginning to secure the school's safety and welfare protocols.

## **Safeguarding**

- The arrangements for safeguarding are not effective. The unmet standards identified by the emergency inspection in February 2017 continue to be unmet.
- Leaders have not ensured that a culture of safeguarding has developed throughout the

school that helps to keep pupils safe. In the past, training for staff has not resulted in them knowing securely what to do if any safeguarding concerns arise. Staff at all levels have not been trained to anticipate risks well enough and to respond to concerns raised in a way that always puts the child first. Leaders have had a lacklustre approach in checking that procedures and policies are being followed correctly. This has meant that risks have either not been identified or where they were, they have not been consistently well managed to minimise the risks to pupils.

- Despite the very recent external support received, there remain gaps in the school's safeguarding arrangements. This is due to a combination of a legacy of complacency and the recent staff training not having had sufficient time to become firmly established. Staff told inspectors that past training was too easy to complete and forget.
- An updated safeguarding policy was published on the school's website to replace a previous version of the document on the day before the inspection. New personnel have now been appointed to specific safeguarding lead roles. They are receiving training so that they fulfil those roles fully, in line with current guidance and with confidence. Recent training has been more effective in making clear the range of risks pupils may face and what staff should do if they have any concerns. Inspectors scrutinised records of the school's work to support pupils' welfare. Records are in a format that is useful and accurate now, reflecting the early positive effects of these new arrangements.
- The majority of staff and parents who responded to Ofsted's online surveys did not express concerns about pupils' safety.

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

### **Requires improvement**

- Teachers' expectations of what pupils can and should achieve vary. The progress that the most able pupils make is too slow. They are not challenged consistently well to extend their learning beyond their above-average starting points. In some subjects, such as mathematics, pupils in the junior and senior schools are given tasks that are too easy. In English and languages, the level of challenge is higher and more effective in helping pupils, including the most able, to do well.
- Teachers' use of assessment is inconsistent between year groups. In the primary phase, teachers typically assess pupils' learning well and provide useful guidance. However, in the secondary phase this is more variable. In some cases, gaps in work are missed and pupils are not guided to improve their work. Pupils in the senior school lack a consistent understanding of how much progress they are making towards the targets that are set by the school.
- Teachers are too often accepting of pupils' simple answers to questions in activities and discussions. This means that across subjects, teachers do not probe pupils' understanding. In a few subjects, teachers' questions spur discussion and encourage pupils' learning, for example in music and science in Year 1.

- Teachers' planning typically considers the needs of pupils who speak English as an

additional language or who have special educational needs and/or disabilities. Teachers draw upon secure subject knowledge when deciding the content and nature of activities for lessons. In some cases, such as in science, teachers' skills support good progress. However, in history and English, teachers' skills are less clear, particularly in the senior school. Some activities lack a clear goal and so pupils' progress over time slows.

- Pupils' attitudes to learning are positive. Teachers sometimes build on this through the activities that they plan. However, too often, teachers mistake compliance in learning for good progress.
- Homework is set routinely and supports pupils' learning. Pupils know and understand how the system from Year 3 upwards supports their learning (called the Flint system, designed by the school). This system is also part of the useful way in which parents are informed about their child's performance.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- The school's arrangements for safeguarding pupils' welfare are not effective. Inconsistent, and in some cases poor assessment of the risks posed in one-off and routine activities means that pupils' welfare is at risk.
- Pupils do not have access to dedicated changing facilities and showers. Some pupils and parents expressed concern about this and the school does not meet the related independent school standard.
- Pupils are supported well by senior tutors when making decisions about their GCSE options. However, the lack of impartial careers advice and guidance means that pupils do not have a sound awareness of the range of options available to them following their studies at the school.
- Pupils, staff and parents are confident that bullying is rare but dealt with well, if it occurs. The lack of a consistent approach to logging behaviour over time means that trends in behaviour are not clear.
- Pupils reported to inspectors that they feel safe at school. Personal, social, health and economic (PSHE) education lessons and other curriculum time is used well to raise pupils' awareness of potential dangers in age-appropriate ways. Senior school pupils spoke to inspectors maturely about the risks posed by radicalisation and extremism, for example. However, there is variability in how clear some pupils are regarding e-safety and how to deal with cyber threats.
- Pupils take part in enrichment activities, including school productions, clubs and trips. Pupils said that these opportunities contribute to their enjoyment at school and help to generate a community spirit. Pupils' self-confidence grows through taking part in such activities. Inspectors observed how well pupils worked together and presented their work to one another. The range of opportunities that pupils relish strongly supports their spiritual, moral, social and cultural development.

### Behaviour

- The behaviour of pupils is good. Although staff's management of behaviour and logging of incidents strays from the school's policy, pupils' behaviour typically reflects the school's expectations. Pupils' conduct is good throughout the school day. Staff supervise social times effectively and help oversee the lunch service. During social times, pupils engage in play well and enjoy friendly conversations.
- Very few incidents result in a pupil being excluded and the school's records indicate that poor behaviour is infrequent. Behaviour in classes typically supports learning and demonstrates pupils' positive attitudes to school.
- Pupils' attendance rates are high and have been consistently so over time. There is very little difference in rates of pupils' attendance between year groups. The few pupils who are persistently absent are well monitored and supported by staff.
- Most pupils are ready to learn and have the correct equipment. Pupils wear their uniform with pride and reflect the 'spirit of the school' in their behaviour. This promotes the fundamental ethos and values observed by inspectors and referred to by staff, pupils and parents in their perceptions of the school.

### Outcomes for pupils

### Requires improvement

- There is variability in the progress that pupils make within and between subjects and year groups. In some subjects, the progress made varies between classes and teachers because there is no whole-school approach to improving the quality of teaching, learning and assessment. Pupils join the school from a wide range of starting points. Current pupils are making variable amounts of progress across year groups according to the school's assessment information.
- A focus upon English, mathematics and science has meant that typically pupils are making stronger progress in these subjects than in others. In languages and creative subjects, pupils achieve strong outcomes. However, in humanities, outcomes are weaker. In the primary phase, the school's assessment information indicates a mixed picture of progress over time that requires improvement.
- The most able make good progress in some areas of the curriculum, particularly where teachers set effective and challenging activities. However, this is not the case across the school where teachers' expectations are too low for the most able.
- Pupils who have special educational needs and/or disabilities make weak progress when teachers do not meet their specific needs. Some pupils study fewer subjects than the others to help them keep up in the subjects they study. This reflects the low aspirations for these pupils.
- Pupils across the school read regularly. Pupils who need support in their reading when they join the senior school have until recently been supported through a highly effective strategy. The catch-up strategy is not currently being used. However, pupils' use of phonics to decode unfamiliar words is uneven, which limits their understanding of what they read. Pupils are encouraged to select books in the junior and senior schools but with little guidance from staff. For example, tutors in Year 7 check how far through a book a pupil has read, but do not monitor pupils' understanding of what they are reading.
- Pupils who speak English as an additional language typically make good progress because

staff support these pupils effectively. In languages, teachers challenge pupils studying their home languages very effectively so they make quick progress.

- At GCSE, pupils' attainment was much higher than the national and local average in 2016, reflecting a similar picture in 2014 and 2015. Pupils' progress has been at least in line with the school's expectations. These expectations for progress are formed using external assessments. All pupils for which the school has destinations information went on to study 16 to 19 study programmes in sixth forms or colleges.

## Early years provision

## Inadequate

- The early years provision is inadequate because the school's arrangements for safeguarding are not effective. This includes in the management of risks in and around the pond area adjacent to the early years classrooms and outdoor space. The early years foundation stage requirements for safeguarding and children's welfare are not met.
- Effective strategies to check children's development towards meeting the early learning goals have only recently been introduced. As a result, it is too early to judge whether children are making good progress in all areas of learning.
- Leaders have not worked closely enough with the local authority to make sure that staff are accurate in their assessment of children's development. Informal internal checking between staff is helping to maintain consistency between the groups, but the overall standard requires improvement.
- Expectations for children's phonics development are not high enough and so children's preparation for starting Year 1 is hindered in this area of learning. In mathematics, however, children's development in the use of numbers is strong.
- Inspectors witnessed children enjoying learning in a range of scenarios, led by appropriately qualified staff. Children have opportunities to explore building and road safety outdoors, developing their social skills and making positive relationships with one another. Children told inspectors how much they enjoy school.
- Established routines enable children to start activities quickly. Children behave well in the early years.
- Children develop positive attitudes that help them learn the skills they need to. The early years foundation stage requirements for learning and development are met. Leaders are correct in their evaluation that more work is required to ensure that children make at least consistently good progress towards all of the early learning goals.

## School details

Unique reference number	101086
DfE registration number	212/6390
Inspection number	10020722

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

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	385
Proprietor	Mr T J Hobbs
Headteacher	T Hobbs
Annual fees (day pupils)	£12,501–£16,539
Telephone number	020 8788 2370
Website	<a href="http://www.hsw.co.uk">www.hsw.co.uk</a>
Email address	<a href="mailto:principal@hsw.co.uk">principal@hsw.co.uk</a>
Date of previous inspection	21–22 November 2012

## Information about this school

- The sole proprietor is also the headteacher.
- The school is located on two sites in the London Boroughs of Merton and Wandsworth. Early years children and primary-aged pupils attend the Beavers Holt site (Stroud Crescent, Putney Vale SW15 3EQ) and secondary-aged pupils attend The Downs site (17 The Downs, Wimbledon SW20 8HF).
- The school owns two other premises: Oberon Fields and Pavilion (Lindisfarne Avenue, Wimbledon SW20 0NW) that is used for physical education and games. The Pavilion is currently undergoing redevelopment subject to final planning permission and is currently not in use. Llanbynean Farm (Brecon, Wales LD3 7BQ) is used for field trips.
- In February 2017, an emergency inspection was carried out and identified unmet standards relating to safeguarding. Prior to this, an emergency inspection was carried out

in January 2015, when unmet standards in relation to safeguarding were identified.

- The school's last standard inspection was carried out in November 2012, when the school was judged to be outstanding.
- The school no longer has an on-site unit for pupils who have autistic spectrum disorder.
- Off-site training is made available for pupils to extend their learning experience. The school offers activities including:
  - badminton and squash at Wimbledon Racquets and Fitness Club, Wimbledon
  - climbing at Llangorse Multi Activity Centre, Brecon, Wales and White Spider Climbing, Surbiton
  - tennis at Westside Lawn Tennis Club, Wimbledon
  - hockey at Spencer Hockey Club, Earlsfield and Barn Elms, Barnes
  - golf at World of Golf, New Malden.
- No other alternative provision is used.

## Information about this inspection

- During this standard inspection, the Department for Education also asked inspectors to consider the progress the school has made in meeting the unmet standards found during the emergency inspection in February 2017.
- Inspectors visited classrooms to observe learning and looked at pupils' work. Senior leaders sometimes accompanied inspectors. Pupils in Years 7, 8 and 11 were taking examinations during the inspection and were not observed.
- Inspectors held meetings with leaders and staff. During the inspection, the principal represented the proprietor.
- Inspectors met with groups of pupils and spoke with pupils informally throughout the inspection.
- Inspectors scrutinised documentation including: policies and procedures; assessment and behaviour information; attendance information; the school's curriculum documentation; external audits of the school's safeguarding arrangements; risk assessments; complaints records; the single central record of pre-employment checks on staff; and a sample of staff recruitment files.
- Inspectors spoke to the local authority's designated officer. Inspectors considered the views of 162 parents and 54 staff who responded to Ofsted's surveys. Inspectors spoke in person with three parents and received letters from two parents.

## Inspection team

Matt Tiplin, lead inspector	Her Majesty's Inspector
Dennis Canty	Ofsted Inspector
Angela Trigg	Ofsted Inspector
John Daniell	Her Majesty's Inspector

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