

Nottingham Academy

Address: Greenwood Road, Bakersfield, Nottingham, NOTTINGHAMSHIRE, NG3 7EB

Unique reference number (URN): 135881

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Children experience a strong start to their education. Leaders have a clear understanding of the local context and the varied starting points of children. They have carefully designed the early years curriculum to secure essential knowledge, including an early and deliberate focus on phonics to support reading and writing. Daily routines are used effectively to develop children's language and key vocabulary.

Staff engage children through purposeful, high-quality interactions. They plan activities that inspire awe and wonder in learning. Staff help children express what they know and understand by modelling and extending language and ideas. Early writing and number skills are woven naturally into meaningful activities. Staff check children's understanding regularly and meticulously and use this information to refine the curriculum.

Staff know children very well and work in close partnership with parents and carers. Information from families, alongside staff knowledge, is used to identify children who may face additional barriers. Support is adjusted carefully to meet individual needs. As a result, most children make very strong progress across all areas of learning and are very well prepared for the next stage of their education.

Personal development and wellbeing

Strong standard ●

The school has developed a well-planned, age-appropriate personal development programme. This offers pupils a wide range of valuable life experiences and prepares them very well for life beyond school. Pupils learn how to stay healthy and safe, including how to keep themselves safe when online. A range of approaches support pupils' mental wellbeing. Pupils receive suitable teaching about relationships and sex education. The personal, social and health education curriculum is responsive to the local context and emerging needs identified by leaders.

Pupils are encouraged to reflect on their beliefs and experiences, respect others' values, understand right and wrong and engage thoughtfully with ethical issues. Pupils show confidence, resilience and care in their contributions to school life and wider society. As a result, many are willing to undertake new activities, persevere when faced with challenge, work independently and collaborate effectively with others. Pupils understand the importance of tolerance, diversity and respect. Leaders ensure that pupils learn about values, different world views and diversity in modern Britain. Pupils recognise the importance of respecting difference and have a considered understanding of fundamental British values. One pupil said, 'The best thing about this school is the diversity here.' This attitude is shared by many, which prepares these pupils well for life in modern society.

A wide range of enrichment opportunities supports pupils' interests and talents. Pupils speak positively about these opportunities. Leaders promote these activities effectively to encourage participation across all groups. Pupils value the chance to develop new interests such as learning to play a musical instrument.

Careers education is well planned and prepares pupils effectively for future education, employment or training. Students in the post-16 provision in particular benefit from meaningful encounters with employers and higher education providers, which raise aspirations. Tailored guidance helps pupils, including those facing barriers to learning or wellbeing, to understand the steps needed to achieve their goals.

Expected standard

Achievement

Expected standard 

Leaders place a strong emphasis on language and communication. This supports the youngest children to access the full curriculum and ensures they are very well prepared for Year 1. Pupils build secure foundations in reading, writing and mathematics.

As pupils progress through the school, they generally acquire the knowledge and skills needed to succeed across subjects. Some pupils join the school later than the regular starting points. Those who spend the longest time at the school make the most progress.

Overall, outcomes at the end of the primary and secondary phases are lower than national averages. Leaders understand the factors behind the recent decline in outcomes for primary pupils and have taken strategic action to secure sustained progress across the curriculum. Disadvantaged pupils and pupils with special educational needs and/or disabilities make appropriate progress from their starting points. Many disadvantaged pupils achieve similarly to their peers.

Students in the post-16 provision are well prepared for their next steps. Many move on to further education, training or employment, with increasing numbers being the first in their family to gain a place at university.

Attendance and behaviour

Expected standard 

Overall attendance is broadly in line with national figures. The school has a clear and well-thought-out approach to addressing attendance concerns. The ethos of 'attendance is everybody's business' has been particularly effective in shaping work with parents and carers to identify barriers to attendance. Detailed analysis of attendance data enables leaders to monitor the impact of strategies for individual pupils and groups. This work has led to an ongoing reduction in persistent absenteeism.

Pupils behave well, and lessons are rarely disrupted. Staff consistently apply school policies and procedures. This is evident both in classrooms and during social times. Staff regularly reinforce expectations and promote positive attitudes to learning. Relationships between pupils and staff are strong. In the primary phase, this is seen in the way pupils open doors for adults and smile and wave at staff when they see them. Pupils receive effective support to manage their emotions. Suitable adjustments are made for pupils who find aspects of school life more difficult than others. Leaders are clear that bullying and discrimination are

unacceptable. When discriminatory incidents occur, staff are quick to intervene with targeted learning to prevent any reoccurrence.

Curriculum and teaching

Expected standard 

The school offers a broad and ambitious curriculum that is well sequenced. This helps pupils to remember and build on previous learning and equips them with the knowledge needed for future learning.

Leaders have a clear and accurate view of curriculum quality through regular monitoring of teaching and learning. They act decisively to bring about improvements for pupils. For instance, they have introduced a new handwriting scheme in key stage 1, which has led to pupils improving their writing. Pupils in key stage 2 have not benefited from this scheme. As a result, their handwriting skills are not as secure.

In most cases, pupils benefit from high-quality teaching. Teachers typically follow structured lesson approaches, which help pupils understand expectations. Teachers have strong subject knowledge and use this effectively, particularly in post-16 lessons. They give clear explanations and model to pupils how to approach learning as subject content becomes more demanding.

Reading is a key priority. Leaders have ensured that early reading instruction is rigorous and carefully sequenced, supporting pupils to develop fluency, confidence and enjoyment. The school's approaches enable pupils to catch up with, and keep pace with, the reading curriculum. Leaders have also placed a strong emphasis on spelling, handwriting and mathematics. Developing pupils' language and vocabulary is central to the primary curriculum.

Inclusion

Expected standard 

Leaders have a secure understanding of pupils' needs, including those pupils who are most vulnerable. They are committed to fostering an inclusive culture across the school. Clear and timely systems are in place to identify barriers to learning. The school has responded well to the high level of pupils who have recently arrived in the area who speak little or no English. The high-quality support the school provides enables these pupils to integrate quickly into lessons and make progress through the curriculum.

Teachers are provided with the information and training they require to understand pupils' individual barriers to learning. Consequently, staff know their pupils well and usually make effective adaptations to support them in lessons. However, not all strategies outlined in pupils' support plans are consistently well implemented. The targeted small-group provision within the primary phase supports pupils well. Additional support from adults enables pupils to catch up with their peers and learn the same curriculum.

Support for disadvantaged pupils is embedded in the school's daily routines and teaching approaches. The pupil premium strategy aligns well with wider school priorities to reduce barriers to learning. As a result, many disadvantaged pupils achieve in line with their peers.

When appropriate, leaders work jointly with families to identify suitable alternative provision for individual pupils. Staff remain closely involved to ensure that this provision continues to meet pupils' needs.

Leadership and governance

Expected standard 

Leaders have a strong understanding of the school's context, its strengths and areas needing improvement. When aspects of provision fall short of their high expectations, leaders act promptly and effectively. Trust leaders regularly evaluate the quality of the school's work, ensuring those responsible for governance are kept well informed. This oversight helps maintain a clear focus on improvement. Support from the trust is effective, ensuring that pupils receive a high-quality education. Those responsible for governance understand and fulfil their statutory responsibilities. They monitor the use of resources carefully and provide both challenge and support. For example, they check that the pupil premium funding is focused on the most disadvantaged pupils.

Leaders model high standards of professional and ethical conduct. They have established a culture of high expectations and act consistently in pupils' best interests. This is evident in some of the decisions they have made that have allowed pupils to flourish.

Staff are very positive about the school leadership and report that their wellbeing and development are valued by leaders. Staff appreciate the professional learning opportunities provided by the school and the trust, including pathways into wider leadership qualifications. Leaders seek staff views when shaping professional development and involve them in leading aspects of the training. Staff say leaders are mindful of workload when they make decisions about whole-school practice.

Post 16 provision

Expected standard 

Leaders set ambitious expectations for all students in the post-16 provision. Well-designed study programmes support these aspirations. The curriculum is coherent and sequenced to build knowledge over time. Teachers take account of students' academic needs and future ambitions, offering a broad range of A-level, technical and applied courses. Students particularly appreciate the sport course they can undertake with the basketball academy.

Teachers have strong subject expertise and understand their students well. They plan learning activities that build understanding effectively. Students with special educational needs and/or disabilities make suitable progress from their starting points. Leaders have a clear view of curriculum quality and teaching in the post-16 provision and are assured that it is delivered to a high standard. Consequently, students typically achieve outcomes near to national averages.

Staff provide extensive guidance and support to help students succeed during and beyond their studies. Students commented positively on the detailed advice they receive about apprenticeships, further study and employment. Work-related learning with local employers and careers education are relevant and well planned. Students are well prepared for their

next steps. Last year all students progressed on to education, employment or training, with many accepted onto their first-choice university courses.

What it's like to be a pupil at this school

Pupils are very well known at Nottingham Academy, which is quite remarkable given the school's size. In the primary phase, pupils are eager to see their teachers and greet staff warmly. Staff are friendly, caring and respectful. One older pupil summed this up by saying, 'Staff go the extra mile for you here.' Pupils respond well to this approach. They are respectful to staff and to one another. While disagreements sometimes occur, pupils generally get on well, which helps to create a calm learning environment. Bullying is rare, and pupils are confident that staff respond quickly and effectively when concerns arise. Around the site, pupils' conduct is calm and orderly. The school creates a strong sense of welcome for pupils, regardless of their background or when they join. Pupils are proud of the school's diversity and feel safe and valued. As a result, they enjoy school and usually attend well.

Many pupils have positive attitudes to their learning and are keen to learn. This is particularly seen in the early years where children burst with excitement about their work and achievements. Students in the sixth form are also keen to be recognised for their success by having their 'picture on the door'. Most pupils make secure progress from their starting points, including those with additional barriers to learning. The school provides for these barriers effectively and meets pupils' needs well. This is particularly the case for those who are new to English. This enables all pupils to feel part of the day-to-day life of the school.

High-quality teaching builds pupils' understanding of the subjects they study. As a result, most pupils typically experience success in learning. While not all pupils achieve in line with national expectations in tests and exams, most are well prepared for their next steps in education.

The personal development programme deepens pupils' understanding of the world around them. Pupils value the opportunities, experiences and clubs that develop their talents and interests.

Next steps

- Leaders should continue to refine their systems to support vulnerable pupils so that any barriers to success are consistently and effectively addressed in a timely manner.
 - Leaders should expedite plans to embed the handwriting scheme into key stage 2 and have an appropriate catch-up strategy in place for those who continue to struggle to write clearly.
 - Leaders need to ensure that all teaching continues to consistently build the knowledge and skills pupils need to achieve successful outcomes.
-

About this inspection

This school is part of Greenwood Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Wayne Norrie, and overseen by a board of trustees, chaired by Christine Hall.

Jessie Elbaz is the executive principal for secondary and sixth form, and Andrew Staszkiwicz is the principal for the primary phase.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the chair of the board of trustees, the CEO, trust leaders, the principal, members of the school's senior leadership team, subject leaders, teachers, support staff and pupils during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 4 alternative provisions, including 2 that are unregistered.

Co-principals: Jessie Elbaz and Andrew Staszkiwicz

Lead inspector:

Dave Gilkerson, His Majesty's Inspector

Team inspectors:

Michael Wilson, Ofsted Inspector

Stephen Long, Ofsted Inspector

Phil Abbott, Ofsted Inspector

Ian Toon, Ofsted Inspector

Jay Virk, Ofsted Inspector

Damian Painton, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 21 April 2026

School and pupil context

Total pupils

2,121

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

2,570

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

44.93%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.04%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

10.75%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Key stage 2

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (revised)	47%	62%	Below
2023/24 (final)	51%	61%	Below
2022/23 (final)	51%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	74%	Below
2024/25 (revised)	60%	75%	Below
2023/24 (final)	65%	74%	Below
2022/23 (final)	58%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	72%	Close to average
2024/25 (revised)	60%	72%	Below
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	73%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (revised)	71%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	69%	73%	Close to average

Key stage 4

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	35.9%	45.4%	Below
2023/24 (final)	33.5%	45.9%	Below
2022/23 (final)	32.3%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	42.1	46.0	Close to average
2023/24 (final)	40.6	45.9	Below
2022/23 (final)	40.6	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.17	-0.03	Close to average
2022/23 (final)	-0.59	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	46%	Close to average
2024/25 (revised)	31%	47%	Below
2023/24 (final)	53%	46%	Close to average
2022/23 (final)	46%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	62%	Below
2024/25 (revised)	49%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	61%	62%	Close to average
2022/23 (final)	54%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (revised)	44%	59%	Below
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (revised)	53%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	59%	59%	Close to average

Key stage 4

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	29.3%	25.8%	Close to average
2023/24 (final)	22.8%	25.8%	Close to average
2022/23 (final)	16.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	37.3	34.9	Close to average
2023/24 (final)	34.4	34.6	Close to average
2022/23 (final)	32.9	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.56	-0.57	Close to average
2022/23 (final)	-0.80	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	68%	-25 pp
2024/25 (revised)	31%	69%	-38 pp
2023/24 (final)	53%	67%	-15 pp
2022/23 (final)	46%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-25 pp
2024/25 (revised)	49%	81%	-32 pp
2023/24 (final)	61%	80%	-19 pp
2022/23 (final)	54%	78%	-24 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	44%	78%	-34 pp
2023/24 (final)	69%	78%	-8 pp
2022/23 (final)	67%	77%	-10 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (revised)	53%	81%	-27 pp
2023/24 (final)	64%	79%	-16 pp
2022/23 (final)	59%	79%	-20 pp

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	29.3%	53.1%	-23.8 pp
2023/24 (final)	22.8%	53.1%	-30.3 pp
2022/23 (final)	16.7%	52.4%	-35.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	37.3	50.4	-13.1
2023/24 (final)	34.4	50.0	-15.6
2022/23 (final)	32.9	50.3	-17.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.56	0.16	-0.73
2022/23 (final)	-0.80	0.17	-0.97

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	86%	91%	Below
2022 leavers (revised)	85%	93%	Below
2021 leavers (revised)	86%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	23.17	34.99	Below
2023/24 (final)	24.35	34.38	Below
2022/23 (final)	25.93	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.5	0.0	Below
2023/24 (revised)	-0.3	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.1%	8.1%	Close to average
2023/24 (3 term)	9.7%	8.9%	Close to average
2022/23 (3 term)	10.2%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	28.0%	21.9%	Above
2023/24 (3 term)	30.6%	25.6%	Above
2022/23 (3 term)	33.3%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy

Team, The National Archives, Kew, London TW9 4DU, or email:
psi@nationalarchives.gsi.gov.uk.

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

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

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright