

Boney Hay Primary School

Chorley Road, Burntwood, Staffordshire WS7 2PF

Inspection dates	29–30 June 2016
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	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has established a culture of ambition and high expectations for all pupils. Determined leadership has ensured that all aspects of the school's work have improved.
- Pupils throughout the school make particularly strong progress in mathematics and reading because of the consistently good teaching in these subjects. Pupils are enthusiastic readers and use mathematical language accurately and well.
- Pupils feel safe and know how to keep themselves safe. Parents praise the ways in which staff 'go the extra mile' to help their children when settling in or when they need extra help.
- Teaching, learning and assessment are good because teachers know their pupils well and plan work that builds effectively on what pupils already know. They capture pupils' curiosity and interest.
- Teachers are skilled at deepening pupils' understanding through careful questioning and good explanations. Consequently, all pupils, whatever their starting points, make good progress.
- Pupils' spiritual, moral and social development is good. Pupils have a good understanding of British values and a strong sense of personal responsibility. Their behaviour in and around school is good.
- Children in the early years make good progress, particularly in their speaking, listening and understanding, and in their personal development.
- Governors check carefully on outcomes and the quality of teaching. They have a very good understanding of what now needs to be done to improve the school further.

It is not yet an outstanding school because

- Not all teachers consistently apply the school's handwriting and marking policies. Sometimes it is not made clear to pupils how to improve their work, particularly when writing.
- A few pupils still do not attend school often enough.
- Progress in writing, although improving, is slower in key stage 1. Teachers do not continuously insist on high standards in handwriting.
- Very occasionally teachers do not adapt the work quickly enough when it is clear that some pupils do not understand or that the work is too easy.

Full report

What does the school need to do to improve further?

- Improve progress in writing, particularly at key stage 1, by continuing to implement the school's planned improvements, including sharing the very strong practice in other parts of the school.
- Continue to work closely with parents and carers and other agencies so that attendance improves.
- Improve the quality of teaching, learning and assessment to outstanding by ensuring that all teachers:
 - quickly adapt the work or activities for individuals or groups when it is clear that this is too easy or too difficult
 - implement the school's marking policy consistently, so that pupils are given clear guidance as to how to improve their work and teachers check that pupils follow this closely.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, governors and staff have worked tirelessly since the last inspection to improve the school. They have implemented changes in the curriculum and their checks on pupils' progress are highly effective. Standards and progress have improved throughout the school. School leaders check rigorously on every pupil's progress, including within the early years, and are swift to ask questions or put in support should anyone be falling behind.
- Careful targeting of support and challenge, effective training and strong performance management of all staff have improved the quality of teaching, learning and assessment. These are now good throughout the school. As a result, standards have risen. Older pupils have made up the ground lost in their learning from when the school was not as strong.
- The school uses a standardised system to check on all pupils' attainment on entry, whether in the Reception Year or later, and on their subsequent progress. Information gathered is checked on well in school and through the school's links with partners. This means that information held about pupils' progress is generally very secure and understood well by both leaders and staff.
- This close work with other schools has helped drive improvements in teaching, learning and assessment, and in the curriculum. Staff take part in network meetings relevant to the subjects or year groups for which they are responsible. Joint checks on the standards of pupils' work ensure that teachers are clear about how well pupils are doing, and that information held about pupils' learning is accurate.
- The school has successfully tackled the areas for improvement at the time of the last inspection and all aspects of its work are now good. Standards in mathematics have improved considerably and are now high throughout the school, including for the most able. This success is because the whole-school training, rigorous checks on pupils' work and on teachers' marking, and expert support from leaders have ensured a consistent approach in this subject.
- Leaders accurately identify areas for improvement and they and governors check carefully that any actions are having the desired impact. Subject and key stage leaders have a good understanding of the quality of teaching and of achievement in their subjects. New ways of assessing progress mean that they have had to think deeply about progress in their subjects and how to record it. They now play a much more active part in checking on standards and teaching, learning and assessment in their specialist areas.
- The revised curriculum and the new approaches to teaching mathematics and writing are driving standards upwards and galvanising pupils' enthusiasm for learning. Pupils themselves comment on how fascinating they find the different topics studied and on the many things they have learned.
- The curriculum is well designed to promote British values, pupils' spiritual, moral, social and cultural development and their understanding of life in modern Britain. A good range of topics, visits and assembly themes support this understanding well. Leaders are constantly searching for ways of enabling pupils to have more practical experiences of different faiths and lifestyles. They have recently strengthened links with other schools in more ethnically diverse areas to support this initiative.
- Additional funding for disadvantaged pupils eligible for the pupil premium is spent well. Although numbers are very small and their starting points are often very different in some year groups, these pupils regularly achieve standards and make similar progress to that expected for others of their age, both within the school and nationally. Gaps in achievement between the disadvantaged pupils and their classmates narrow as pupils progress through the school. This is because the funding is used very well to ensure that all these pupils are included and have the opportunity to succeed in all the school's activities.
- The primary sports funding is used very effectively to improve pupils' fitness, physical education skills and participation in a range of team and individual sports. Parents and pupils are proud of the school's and individual pupils' increased sporting success.
- Attendance has improved since the last inspection because of new rewards systems and close working with targeted families and with other agencies. The proportion of pupils who have not missed a day of school is continuously improving. However, despite the school's hard work to improve attendance, a few pupils still have attendance rates that are too low and this impacts on their progress.
- The local authority has provided good challenge and timely support for the school, particularly following the last inspection. It initially facilitated a range of support from a leader in education which helped school leaders to strengthen teaching and assessment practices. Subsequently, as the school has improved, the local authority support has stepped back, although representatives continue to check carefully on standards and ask challenging questions of school leaders and governors where appropriate.

■ The governance of the school

- Governors are very knowledgeable and well informed about the school's work. They challenge school leaders robustly about pupils' attainment, progress and well-being. They are rigorous in their checks on the school's work and in holding school leaders to account. They visit the school often, and take advantage of training and good account of external advice. They use all this and their own experience and interests well to ensure that they have a good understanding of where further improvements might be made.
- Governors check carefully on how the pupil premium and the primary sports funding are used and how these are making a difference. They are meticulous in managing the school's finances and checking on the impact of spending decisions. They have a good understanding of the assessment information the school now collects, and how teachers' and other staff's performance is managed. They ensure that only good performance is rewarded.
- The arrangements for safeguarding are effective, including in the early years. All necessary staff and governor training is in place and regularly updated. Staff are always alert to where pupils may be at risk. All the required checks on staff, governors and volunteers are rigorously carried out. The school works well with other agencies to secure the well-being of pupils, including those in need or in the care of the local authority. Careful risk assessments and close working with families reflect the school's determination to ensure that pupils are safe within and outside the school.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved considerably since the last inspection, because of the determined action taken by the headteacher and governors to tackle underperformance and raise expectations. Good attention to staff training and careful checking on day-to-day learning, as well as regular progress meetings, mean that staff have a good understanding of how each pupil is doing. As a result, they plan work that is usually pitched at the right level of challenge to spur each pupil on.
- Teachers' questioning is a strength, particularly in key stage 2, where teachers are expert at probing and deepening pupils' understanding and adapting the lesson to add further or less challenge as needed. Similarly, they pick up quickly on misunderstandings and usually give very clear explanations that enable these to be cleared up. In some classes, learning time is lost because individual pupils do not understand the work, or the work is too easy and so they are not challenged enough.
- A particular strength throughout the school are the ways in which all staff promote pupils' speaking and listening skills and develop pupils' confidence in expressing their own ideas. This focus strengthens their personal development and ability to reflect on their own work, setting them up well for their next steps in education.
- Teachers use subject terms and vocabulary well. In a Years 5 and 6 business and enterprise lesson, for example, skilful questions extended pupils' use of subject vocabulary and terms. Their understanding of the nature of different careers deepened as they discussed their 'pitches' for a new product they wished to develop.
- Teachers make good use of their subject knowledge, of the new curriculum, and of their knowledge of pupils' interests and next steps to plan work that inspires pupils to learn. This skill is reflected in pupils' good and often better behaviour in classes, their keenness to discuss their learning and the good ideas they contribute in lessons.
- Teachers have high expectations of all pupils' behaviour and achievement. Their praise and encouragement, whether in marking or in lessons, challenge pupils to extend their ideas even more. Most closely follow the school's marking policy, which helps pupils to further improve their work. Occasionally, for example in key stage 1, the marking policy is not consistently applied and pupils' work does not improve as quickly because they are not clear what to do.
- Teachers know the particular needs of each pupil well, including those who are disadvantaged, the most able and those who have special educational needs and/or disabilities. They check carefully that any additional help provided for pupils makes a difference. They work well with teaching assistants to make sure that such help is used to best effect.

- Teaching in mathematics has improved well since the last inspection and is now uniformly good. Consistent approaches from the Reception Year to Year 6 help to carefully build on pupils' mathematical skills and deepen their understanding. Work in mathematics books shows an increasing focus on reasoning and problem solving. As a consequence, a high proportion of pupils have made better than expected progress from their starting points.
- The teaching of reading is good. Early reading skills are taught effectively in the Reception class and built on well in key stage 1. A new scheme introduced this year means that anyone who is stumbling in either reading or writing is identified very quickly and additional help put into place. In addition, teachers' consistent approach to spelling and phonics (the links between letters and sounds) supports rapid improvement for individual pupils so that almost all pupils catch up by the end of Year 2. Reading standards are high in key stage 2. A real love of reading is fostered because of the interesting books studied and the high profile given to reading and to the use of reading skills in pupils' topic work.
- The teaching of writing is good overall, but is stronger in key stage 2 than in key stage 1. Some aspects of writing, such as the quality of handwriting and suggestions as to how pupils' writing could be improved, are not so consistently promoted in key stage 1. This omission slows the progress of individual pupils and sometimes makes it difficult for them to read back and improve their own work.
- The teaching, learning and assessment in other subjects, such as in topic work, science, music, modern foreign languages and physical education, is good and promotes effective learning. Pupils enjoy tremendously their learning in these sessions and benefit from many opportunities to use their literacy, numeracy and problem-solving skills.
- Homework is used well by teachers to involve parents in their child's learning and to consolidate pupils' skills or help them to develop further skills in researching topics, reading or mathematics.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are keen to learn and are proud of their improved attendance and achievements. They take great pride in sharing their work, which is increasingly well presented, as they move through the school. The homework 'stamp' system is hugely valued by pupils who are keen to gain the associated rewards. Even those who have earned fewer say they are keen to gain more.
- Pupils are eager learners and are keen to join in their lessons. Most rise to the challenge of their work well, although occasionally, if they have finished their work quickly, they do not always seek out more work. In key stage 1, the work in some pupils' books does not reflect their best handwriting and so the presentation of their work is not as good as it could be.
- Pupils have a great sense of personal responsibility, whether for the environment or their behaviour. They have a highly developed sense of fairness and a good understanding of British values. They use terms such as 'respect' and 'tolerance' with understanding, and have a good knowledge of British institutions and what respect for the law involves. They have a good sense of their own identity, and respect the differences and similarities of others.
- Pupils' spiritual, moral, social and cultural development is good. Their ability to reflect on their learning and on events is well developed. They understand the key differences between faiths, customs and lifestyles. However, the school has rightly identified the need for pupils to have even more direct experience of different cultures to further develop pupils' understanding of life in modern Britain. Recently, closer links with more culturally diverse schools and centres have been established to strengthen this aspect of the school's work.
- Pupils value the different clubs and activities they have to keep themselves healthy and show a good understanding of what they can do to continue this. Pupils have a good understanding of why, for example, we buy poppies, and a deep respect for those who have died in wars. They feel valued and respected at Boney Hay and are keen to make their contributions in raising monies for charities or for additional school equipment. They understand the importance of voting and of democracy, and that citizens in other countries do not always have such rights.
- The school is highly focused on nurturing pupils' emotional well-being and ability to keep themselves safe. Robust policies and practices for managing behaviour, for child protection and for building pupils' personal resilience and independence are in place.

- Pupils are very clear that there is always someone who will listen if they are worried, and that their teachers care very deeply about them. They have a good understanding of how to keep themselves safe, whether within school or outside, including e-safety when using mobile phones or computers. Individual pupils who are more emotionally vulnerable are assigned specific support to help them to manage their feelings and behaviour more effectively. This works well and also ensures that other pupils' learning is not disrupted.

Behaviour

- The behaviour of pupils is good.
- The school is an orderly community in which pupils play happily and work together well. Teachers have high expectations of pupils' behaviour which pupils generally rise to very well. Pupils say there is no 'real' bullying, although occasionally pupils 'fall out'. They have confidence that staff will always sort this out fairly.
- Records show any serious behavioural incidents to be very rare. However, when they do occur they are appropriately recorded and reflected on. Where individual pupils have identified behavioural needs, the school works well with other agencies to ensure that there are appropriate plans and expectations in place, and that staff have the appropriate training to manage these effectively.
- Staff provide excellent role models for pupils and are highly respectful of pupils' views. They take great care to ensure that everyone is included and feels valued. Consequently, pupils themselves listen very respectfully to each other's views and are caring towards each other.
- Careful organisation of playground and lunchtime arrangements mean that, as the school grows, everyone still feels part of a Boney Hay 'family', and ensure that playtime and lunchtime are important social experiences for pupils.
- Pupils' attendance has improved since the last inspection and is now similar to other schools nationally. However, although the school now has many pupils whose attendance is high, there are still a few who do not attend regularly enough. The school is working urgently with local agencies and individual families to improve this area of work further.

Outcomes for pupils

are good

- The progress pupils make in English, mathematics and other subjects has improved rapidly since the last inspection, because of good teaching and the more robust checks made by school leaders on pupils' attainment and progress.
- There is some variability, however, in the standards and outcomes achieved. This is because of the mobility in and out of the school in all year groups, the small size of some year groups and pupils' differing starting points. For example, the proportion of pupils achieving a good level of development at the end of the Reception Year rose in 2014 and 2015, but will be lower in 2016 because of the widely differing starting points of children who entered the school in September 2015. Nonetheless, for each of these groups of children, this represents good learning and development from their starting points on entry.
- Similarly, over time, standards have risen in key stage 1 in reading, writing and mathematics, so that they are at least in line with, and sometimes better than, those of other pupils of their age. However, as pupils have left or joined, the current Year 2 has changed considerably since their Reception Year. Consequently, in 2015, their performance in the Year 1 phonics check was lower than for others nationally. In 2014 and 2013, it was higher. Nevertheless, almost all Year 2 pupils have now reached the required standard. Inspectors found these pupils to be using their reading and phonics skills well and almost all are now confident readers.
- Pupils currently in key stage 1 have made good progress in reading and mathematics, achieving at least as well as, and sometimes better than, others of their age. Standards and progress in writing are more varied in key stage 1. Nonetheless, work in pupils' books and records of their progress show that writing has improved over the last year, particularly in pupils' ability to organise and tell their stories.
- The whole-school focus on handwriting is beginning to pay off for older pupils in particular. However, younger pupils do not consistently carry over the skills they have learned in their handwriting lessons into their other writing work, and teachers do not remind them to do so.

- Pupils' willingness to write, and the quality of ideas that most express, are strengths throughout the school. Year 6 pupils show an increasing maturity in the vocabulary and language forms they use to express their ideas. High-quality marking in key stage 2 enables pupils to improve their own work well. The most able pupils use their writing skills extremely well, varying their style and vocabulary according to the 'audience' they are writing for. They spell accurately and include complex and atmospheric language in their work.
- In mathematics, standards and progress have improved throughout the school. Key stage 1 pupils show increasing fluency in using number facts. The most able pupils show a good understanding of how to use these in different ways to solve everyday problems. Key stage 2 pupils have a good range of strategies for resolving mathematical problems which they use effectively in mathematics and in topic work. They show a very good understanding of the relationships between different shapes, and between fractions and decimals and how to convert these. Records and work in books show that pupils in Years 5 and 6 are on track to reach good levels of achievement and progress this year, whatever their background or need.
- Year 3 and Year 4 pupils have benefited from the improvements in the teaching of English and mathematics, in the curriculum and in the consistent approaches to assessment and marking now in place in key stage 2. They are enthusiastic learners who apply their good reading and writing skills in their topic work, as well as in their English lessons. They understand different mathematical strategies and explain their work using mathematical language appropriately. They talk enthusiastically and knowledgeably about their topics, such as Sutton Hoo and how differently people lived in the past.
- Individual pupils who have additional support after or during school as a result of the pupil premium, are quick to say how they value this and how it is improving their mathematics or reading work. The most able pupils benefit from additional teaching at a local secondary school, particularly for mathematics. The school's increased focus on most-able pupils throughout the school has worked well. A higher proportion of these, including those who are in receipt of pupil premium, have made better than expected progress this year.
- The numbers of pupils in receipt of the pupil premium in Year 6 in 2015 and those currently in Year 6 are too small for gaps in their attainment to be reported on meaningfully. However, throughout the school, disadvantaged pupils make similar progress to others of their age and achieve close to, or at, age-related expectations nationally. Any gaps which are apparent on entry narrow during key stage 1 and key stage 2. Because individual pupils move in or out of the school at different times, published figures do not tell the whole story. The school is highly effective in both settling new entrants and ensuring that they have the help that they need, so that they quickly make progress from their varied starting points.
- Pupils make good progress in their broader curriculum work. Pupils of all ages take great care in their art work for example, whether drawing in the style of an eminent artist or trying to replicate an aboriginal design. They make good progress in science and in computing, and particularly in their understanding of environmental issues. Key stage 2 pupils have good levels of historical understanding for their age. All Years 5 and 6 pupils play musical instruments and are proud to be preparing for a performance at a local theatre.

Early years provision

is good

- The early years leader has a good understanding of the strengths of the provision and of what children can or cannot do. She carefully analyses assessment information on entry, as well as what is known about children's interests and needs, to ensure that the right things are prioritised for each child. Although the proportion of children achieving a good level of development may vary from year to year, they make good progress across all areas of learning because the activities are well matched to their needs.
- In 2014 and 2015, the proportions achieving a good level of development exceeded those nationally, but fewer will achieve this in 2016. The proportion is likely to be lower than that nationally. Nonetheless, these children have made good progress from their starting points, which were much more wide-ranging than usual. A considerable proportion were achieving at lower levels on entry than those typical for their age, while others were achieving above. The most able too have made good progress in all the areas of learning, a few already reading confidently and writing simple sentences with enthusiasm.

- Children consistently make good and often better progress in all aspects of their communication and language, and their personal, social and emotional development. This is because all staff are so skilled at extending children's language and ideas. They have high expectations of children's behaviours and are skilled at nurturing these and children's confidence.
- Overall, compared with previous years, fewer children have reached the levels expected for their age in literacy and mathematical areas of learning because of their low starting points. Writing and reading are the weakest aspects. Occasionally, individual children do not make quite as much progress because adults do not correct their errors, for example holding pencils incorrectly. However, children have made good progress overall in literacy and mathematics and many are achieving at levels close to those expected for their age, or are rapidly closing gaps.
- Early years staff have shared their approaches to teaching early reading and mathematics skills with key stage 1 staff. As a result, the current Year 1 pupils have once again achieved highly on the phonics screening check and almost all the current Year 2 have succeeded in the Year 2 check. Children in the Reception Year are prepared well for their entry into Year 1. They are confident to write, count and explore objects, numbers and shapes.
- Parents praise how quickly their children settle into school and the quality of communication between home and school. Inspectors agree that this aspect is strong and plays an important part in helping children to quickly settle and to develop strong trusting relationships with staff. Good-quality learning records document children's progress and achievements carefully, and are testament to the wide-ranging curriculum and experiences children take part in, as well as their progress.
- Children who have special educational needs and/or disabilities, and those who are disadvantaged, benefit from good-quality individual support, the expertise provided by specialist services and the early years leader's detailed knowledge of their progress. This is a highly inclusive setting in which everyone is valued and has the opportunity to succeed.
- All welfare, health and safety requirements are met, including those for safeguarding and for first aid training. Staff carefully risk assess all activities, check on children's safety and are ever vigilant as to their emotional well-being.

School details

Unique reference number	124206
Local authority	Staffordshire
Inspection number	10009267

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair	Shelley Checkley
Headteacher	Jennie Matthewman
Telephone number	01543 510455
Website	www.boneyhayschool.co.uk
Email address	headteacher@boneyhay.staffs.sch.uk
Date of previous inspection	5–6 February 2014

Information about this school

- This is small but growing primary school. There are individual classes for each year group from the Reception Year to Year 3. Pupils in Year 5 are taught in two mixed-age classes, some alongside Year 4 pupils, others with Year 6 pupils. Next year there will be separate classes for every year group. The size of each year group varies, particularly in key stage 2.
- There is considerable mobility in and out of the school at times other than in Reception or the beginning of the academic year. The proportion of pupils who have joined the school later in their primary education is high in some year groups.
- The proportion of pupils supported by funding through the pupil premium is similar to that nationally. However, this varies considerably in each year group. The pupil premium is the additional government funding which, in this school, supports pupils known to be eligible for free school meals.
- Almost all pupils are from white British backgrounds. A very few are from other European backgrounds.
- The proportion who receive school support because they have special educational needs and/or disabilities is similar to that nationally. A very small number are in receipt of an education, health and care plan or a statement of special educational needs, or are in the process of being assessed for these.
- The governing body and senior leadership team have been restructured since the last inspection, when the school was judged to require improvement. The first monitoring visit following that inspection found that the school was taking effective action towards improving the areas required.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics for pupils in Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors visited all classes to observe learning, sometimes accompanied by the headteacher. They looked at work in pupils' books and talked with pupils about their work. They heard pupils read.
- The inspectors examined a range of documentation and records, including those relating to how the school keeps pupils safe, pupils' behaviour and the information the school holds about pupils' progress.
- Meetings took place with senior leaders, subject leaders, a group of governors and a local authority representative. They also held meetings with groups of pupils and observed pupils' behaviour at breaktime and around the school, as well as in lessons.
- In addition, the inspectors spoke with parents as they collected or dropped off their children. They analysed 24 responses to Ofsted's online questionnaire, Parent View, as well as the school's own survey of parents' views.

Inspection team

Susan Lewis, lead inspector

Ofsted Inspector

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