

The District CofE Primary School

Patterson Street, Newton-le-Willows, Merseyside WA12 9PZ

Inspection dates	15–16 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	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have worked successfully to improve the quality of teaching and learning.
- Across the school, good teaching ensures that pupils make much better progress in reading, writing and mathematics than in the past.
- Good leadership of mathematics has checked the legacy of underachievement. Pupils are now making good progress and standards are rising.
- Disadvantaged pupils receive good-quality teaching and support to boost their progress and narrow achievement gaps with other pupils.
- Pupils' literacy skills have improved as a result of the high profile that is given to reading.
- The curriculum stimulates pupils' enthusiasm for learning. Careful thought is given to planning work that taps into boys' interests, which is reducing the achievement gaps with girls.
- Children in the early years make good progress and develop a love of learning.
- Pupils behave very well. They are polite, care for each other and work hard.
- Governors' wide range of skills and expertise enable them to understand the school's strengths and weaknesses and challenge leaders to improve.

It is not yet an outstanding school because

- The headteacher's absence has destabilised the senior leadership team. Leaders are not able to provide strong information about the impact of their work to improve outcomes for all pupils.
- There are still some gaps between the attainment of different groups of pupils.
- Standards in reading, writing and mathematics are not in line with expectations for pupils' ages in all year groups. Pupils' outcomes in a number of other subjects are not yet assessed.
- Despite children's good progress in the early years, not enough attain a good level of development by the end of the Reception Year.
- Pupils' understanding of British values is sketchy.
- Attendance is improving but still below average.

Full report

What does the school need to do to improve further?

- Continue the effective work being done to raise pupils' achievement and improve their attendance and personal development so that:
 - by the end of the Reception Year the proportion of children attaining a good level of development is at least in line with the national average
 - by the end of Year 2 and Year 6, standards of attainment in reading, writing and mathematics are at least in line with what is expected for pupils' ages
 - gaps between the attainment and progress of disadvantaged pupils and other pupils, and between boys and girls, close further
 - attendance is at least in line with the national average
 - pupils gain a more secure understanding of British values.
- Improve leadership and management by:
 - stabilising the senior leadership team, in the headteacher's absence, with support from an experienced, external leader
 - extending the current assessment system to include non-core subjects so that leaders have a thorough understanding of pupils' progress across the curriculum.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher's strong leadership, vision and ability to motivate staff have been a force for school improvement. Despite some significant staff disruption over recent years, the headteacher has successfully preserved the staff's commitment and eagerness to be part of the school's journey of improvement.
- Significant in the school's improvement was the 'Year of reading', last year, for which the school received a distinguished award. Staff were inspired by the headteacher's vision of improving pupils' intellectual development and thinking skills through a 'reading for pleasure culture'. They actively signed up to the initiative, which was dynamically led by one of the school's Year 6 teachers.
- The impact is clearly evident in pupils' enjoyment of reading and the good progress they have made in this area. Pupils' vocabulary also increased, resulting in improvements to their writing and speaking skills, as well as their spelling, punctuation and grammar.
- The deputy headteacher provides effective support to the headteacher. She leads on the school's work for pupils who have special educational needs or disability, and is closely involved in supporting and monitoring aspects of the provision for behaviour, pupils' personal development and welfare, and safeguarding.
- The assistant headteachers provide strong leadership of English and mathematics. They have made good use of increased opportunities to check how effectively teaching is improving pupils' learning, and have gathered a wide range of information to show the impact of their work in this respect.
- This includes checks on teachers' planning, regular observations of teaching, reviews of pupils' work, discussions with pupils and surveys of their views. Analyses of teachers' assessments of pupils' attainment and progress are also undertaken to compare the achievement of different groups of pupils.
- These provide useful insights to any differences between groups. They inform decisions about which pupils need additional support to accelerate their progress and whether teachers need further support and training to ensure that they enable all pupils to progress equally well. There is no doubt that these leaders have been influential in the improvements that have occurred to teaching and outcomes in reading, writing and mathematics.
- The small steps in progress made by some pupils with complex special educational needs or disability, who might also be boys and/or disadvantaged pupils, downplay the progress picture for disadvantaged pupils and boys. The impact of this on the assessment information for disadvantaged pupils and boys is not demonstrated or explained well, for example to governors.
- The situation is the same for pupils who have special educational needs or disability. The picture of progress for this group of pupils is blurred because important contextual information is not always provided.
- Leaders have comprehensive information about pupils who join or leave the school part-way through their education. Recently, they have provided useful information to show how this mobility affects the assessment information about other groups of pupils' attainment and progress.
- There is clear evidence that leaders have improved teaching and pupils' outcomes, including those of underachieving groups. Leaders are getting better at demonstrating their impact on improving pupils' achievement. However, this is still a developing aspect of their work that limits the extent to which they are able to fully understand and explain the reasons for any existing gaps between the achievement of different groups and the pace at which these are closing.
- This finding links with recommendations made by the local authority in recent reviews of the school's work, but which have not been implemented effectively enough in the absence of the headteacher.
- At other levels of leadership, the pairing of subject leaders to challenge and support each other in improving provision in their subjects has strengthened the overall quality of leadership. Similarly, the establishment of a standards team for English and mathematics, to which all teachers contribute and are held accountable, ensures that the momentum to improve standards in the basics does not slow.
- To this end, regular, rigorous and accurate assessments of pupils' achievements in English and mathematics are undertaken. Science is also assessed regularly and is providing the leader with an insight into the quality of teaching and learning in this subject. No formal assessments are undertaken in other subjects to inform leaders how well pupils are progressing towards the standards expected for their age.

- Nonetheless, the curriculum is broad and balanced. Book-inspired topics drive the English curriculum and work in many other subjects. Topics are skilfully and creatively planned to enable pupils to make meaningful links between their learning in different subjects and reinforce literacy skills. Science, computing, French and physical education (PE) are taught as separate, discrete subjects. This is also the case in mathematics, but with good opportunities for consolidating numeracy skills across the curriculum.
- Very good thought is given to planning topics and work that stimulate boys' interests, which is increasing boys' enthusiasm for learning. An interesting range of visits and visitors, including residential visits for older pupils, enriches pupils' learning and their enjoyment of school.
- Pupils appreciate the varied range of extra-curricular activities provided throughout the year. These include music, art, cheerleading, gardening, reading and a variety of sports. The breakfast club provides a warm, welcoming and stimulating start to the day, and at the after-school club pupils enjoy the organised games and activities.
- The curriculum makes a strong contribution to many aspects of pupils' spiritual, moral, social and cultural development. British values are clearly promoted in classrooms and displays around the school. Pupils have also taken part in activities planned to promote these, such as Remembrance Day and a garden party to celebrate the Queen's birthday. However, although pupils can talk knowledgeably about Christian values, they struggle to explain British values.
- Good links are established with pupils' parents. The school's website keeps parents up to date with events that are happening in school and provides useful information to support them in keeping their children safe, for example, when using technology. The vast majority of parents hold very positive views about the school. They have noticed the improvements that have occurred and appreciate the school's work to help their children learn, grow in confidence and enjoy school.
- The local authority has supported and challenged leaders very well on its journey to good and will continue to do so during the headteacher's absence.
- **The governance of the school**
 - Governors bring a wealth of knowledge and experience to their role, which they undertake very well. A number are proficient in understanding performance information and use these skills well to ask probing questions of leaders about the school's work, particularly pupils' achievement and teaching.
 - This is particularly evident in governors' questions about the difference the additional funding the school receives to improve outcomes for disadvantaged pupils is making. Governors are committed to improving the achievement and life chances of these pupils, and ensure that the funding enables all disadvantaged pupils to benefit from the educational visits and experiences provided by the school.
 - Governors check that the additional funding to develop PE and sports provision is used well. Specialist sports coaches are employed to teach alongside the school's own staff so that this good provision can be sustained long-term. The funding is also used to enhance the range of after-school sports activities.
- The arrangements for safeguarding are effective. The highly experienced safeguarding lead ensures regular training for staff so they understand their role and responsibilities in protecting children. The safeguarding lead communicates well with other senior leaders and school staff. She works extensively and productively with pupils, their families and other professionals to keep pupils safe.
- Checks on the suitability of staff and volunteers to work with children are rigorous. Other record-keeping is meticulous and shows that this aspect of the school's work has a positive impact on improving pupils' welfare, behaviour and attendance.

Quality of teaching, learning and assessment is good

- Teaching has improved significantly and is eliminating the legacy of underachievement evident in some year groups, and for particular groups of pupils. Strengths in teaching are evident in all key stages. This is enabling all groups of pupils to learn well and build on earlier learning as they move through the school.
- Staff are dedicated to improving pupils' achievement and go about their work with enthusiasm and passion. They have undertaken considerable training to improve their effectiveness, constantly evaluate their performance and welcome feedback from leaders to improve aspects of their teaching.
- Of note has been the significant turnaround in the quality of mathematics teaching. The impact of staff training, including expert support from the mathematics leader and staff member coordinating problem solving, is clearly evident in teachers' mathematical subject knowledge.
- Teachers explain new mathematical ideas and strategies well. Their good questioning skills and ongoing checks to determine how well pupils understand and are coping with work enables teachers to address misconceptions and provide additional support or challenge, as needed.

- In developing pupils' mathematical understanding, teachers prompt pupils to visualise and 'draw' numbers and calculations, use resources and, importantly, talk through their thinking. Pupils are frequently involved in explaining their calculation and problem-solving strategies. Using their knowledge of inverse operations to check the accuracy of their calculations is also an established process in lessons. Many pupils do this as a matter of course and delight in being able to prove that they have solved the problem.
- Teachers plan work with different levels of challenge linked to the mathematical ideas being taught. This ensures that all groups of pupils can deepen their understanding through reasoning and develop mathematical fluency in the frequent opportunities they have to use calculations to solve problems.
- There was evidence in a minority of lessons and pupils' work that the most able pupils are not always challenged sufficiently in mathematics. While this was not significant, it could not be checked against any school assessment information.
- However, the attainment of pupils currently in Year 6, particularly the most able, reflects significant improvement against the nationally expected standards for pupils' age. A group of the most able pupils from across key stage 2 also explained that they particularly enjoyed mathematics, especially the 'brain-stretch' activities and puzzles, and felt the work made them think hard.
- Phonics skills (the sounds that letters make) are taught well so that the majority of pupils, including disadvantaged pupils, attain the expected standard by the end of Year 1. Where pupils do not achieve this standard, effective teaching for small groups of pupils in Year 2 ensures that all but those with particularly complex needs are competent in using phonics to read and write by the end of the year.
- In English, teachers are skilled in using class texts to increase pupils' enthusiasm for reading and teach spelling, punctuation and grammar, as well as various types of writing. Challenge for the most able was evident in all these sessions and in pupils' work.
- Year 3 pupils were riveted when listening to the story of 'The thing'. After a session in which they shared their observations of an illustration from the book, pupils, including all the boys, were eager to begin writing. The most able relished the challenge of including more varied grammar in their descriptive sentences. The most able pupils in Year 6 were similarly challenged to consider the detail and grammatical structures and vocabulary they had used in their description of Lady Macbeth to improve their work.
- Teachers provide valuable, ongoing feedback to pupils during lessons. In pupils' books, feedback in English and mathematics is mostly in line with the school's marking policy. Any inconsistencies are known and being dealt with by school leaders. Although feedback through marking is less evident in other subjects, the school has focused on developing this aspect of teaching in the main subjects. In discussion, pupils said that teachers give them good information about their learning and how to improve.
- Pupils said that they enjoy lessons in science, art, history, geography, PE and music. Their books, school displays and teachers' plans show that they cover an appropriate range of work in these subjects. During the inspection, Year 4 pupils thoroughly enjoyed learning about life in 1960s Liverpool, dressing up in different clothes of the period and asking a visitor questions about fashion, housing, work and transport.
- Teachers have a good understanding of pupils' needs and recognise that they are responsible for ensuring that all learn well. They make regular assessments of pupils' skills in reading, writing and mathematics, the accuracy of which are checked by other teachers in the school and in other schools locally. Teachers have regular pupils' progress meetings with school leaders to review how well individual pupils and specific groups are learning, and to consider whether different approaches or support are needed to accelerate some pupils' learning.
- Teaching assistants have received significant training to ensure that their contributions in lessons, and in the additional programmes some of them lead, complement teachers' work. Often, they support pupils who have special educational needs or disability, but at times they are also very effectively deployed to work with the most able pupils.

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 proud of their school and say that they enjoy coming. Some who have previously attended other schools say that this is the best school they have been to.
- Pupils vividly remember the 'Year of reading' and appreciate the continuing opportunities to read outdoors at breaktimes. They speak with great pride of the school's reading garden, story shack, book-inspired seating areas and 'story window' that replicates one used in a well-known children's television channel.

- The work the school has done to develop pupils' talk has done much to improve their self-confidence and understanding of how to be successful learners. Pupils contribute very well in lessons and are not afraid of making mistakes because they understand that this is all part of learning.
- Pupils like and respect their teachers and recognise the work they do to make lessons interesting. Some pupils who had received additional help with their work said that this had made them better readers.
- Pupils have a good understanding of different types of bullying. They say that bullying happens, but not often. Some pupils who had experienced bullying explained that the school has sorted things out to their satisfaction. All the pupils spoken to said that they feel safe in school.
- Pupils consider that the school takes good care of them. They recount many things they have been taught to keep them safe when using technology. E-cadets, who have been trained to help other pupils stay safe online, are knowledgeable and take their responsibilities very seriously.
- Through their work in the curriculum, pupils learn about different religions and cultures and show respect and tolerance of beliefs and customs different from their own experiences. Pupils have a comprehensive understanding of Christian values, which adds much to their spiritual, moral, social and cultural development, but their understanding of British values is vague by comparison.

Behaviour

- The behaviour of pupils is good.
- Pupils have a secure understanding of right and wrong. They are polite and show respect for adults, play together well and are sensitive to each other's views and feelings.
- In lessons, at break-times and as they move around the school, pupils conduct themselves well. They understand that some pupils struggle to manage their behaviour. However, most still consider that behaviour is good overall. This view is also shared by the majority of parents who responded to the parent survey.
- Pupils know that all types of prejudice-based behaviour and name-calling are wrong and hurtful, but do not always attach the same level of importance to homophobic name-calling as they do to other types. The school's records of behaviour show that where instances of homophobic name-calling occur these are dealt with robustly.
- Pupils have good attitudes to learning. They listen carefully to teachers in lessons, work hard and strive to do their best. Most take good care over the way they present their work and appreciate the reminders on the front of their books about the school's expectations.
- The school has rigorous processes to track and monitor attendance and is working diligently and successfully with parents and the educational welfare officer to improve attendance and further reduce persistent absence. Attendance has improved and is now just below the national average. Exclusions have also reduced considerably this year.

Outcomes for pupils

require improvement

- There is still variation in the progress of different groups of pupils and while standards in reading, writing and mathematics are rising, they are not yet consistently in line with expectations for pupils' ages.
- Although outcomes still require improvement, pupils' work and the school's assessment information show that from their different starting points most pupils are achieving far better than in the past. This is particularly so in mathematics.
- The end of Year 6 test results for mathematics in 2015 indicated that underachievement was a continuing feature. Attainment remained significantly below average and too few pupils made the progress expected of them from their earlier attainment at the end of key stage 1, or did better than this.
- However, the Year 6 pupils who took the tests in 2015 experienced significant disruption to their learning during their time in Year 5. School assessment information shows the poor progress they made in Year 5, but also the strong progress they made in Year 6, as a result of very effective teaching and additional support leaders put in place to help them catch up.
- During their time in Year 6, many of these pupils exceeded the progress that might be expected in a year. However, this was not enough to eradicate their earlier underachievement in mathematics or the underachievement of a smaller proportion of disadvantaged pupils in reading and writing. Consequently, gaps between the attainment and progress of disadvantaged pupils and other pupils nationally, and in the school, widened in reading and writing. The gender gap also widened, in reading and writing, with boys continuing to perform less well than girls.

- Prior to 2015, attainment in reading and writing by the end of Year 6 had generally been broadly average. This standard was maintained in reading in 2015, despite the disruption pupils had experienced in Year 5, reflecting the success of the intensive, whole-school focus on reading that year.
- Reading results at the end of key stage 1 were not as positive. These fell and were significantly below average from a previously consistent position over time of broadly average attainment. The same happened in writing and mathematics. However, the results for this year group reflected the broad and complex range of pupils' individual needs, and this also accounted for widening of the attainment gaps between disadvantaged pupils and others and between boys and girls.
- The school's assessment information shows that the progress of disadvantaged pupils currently at the school is accelerating. While some variation between year groups and subjects still exists, achievement gaps between these pupils and others are narrowing in response to good teaching and thoughtfully targeted support.
- In the same way, assessment information shows that rates of progress for boys who are currently at the school have increased in reading, writing and mathematics. This is helping to reduce long-standing achievement gaps between boys and girls.
- Pupils' work and observations of different groups of pupils confirm the improving picture evident in the school's assessment information.
- In relation to the most able pupils, there is no significant evidence from pupils' work, lesson observations or discussions with pupils that they are not being challenged to achieve their potential. Indeed the most able pupils who are currently in Year 6 are attaining much higher standards than previously. The school's assessment information indicates that the group as a whole is adequately prepared for secondary school.
- Observations of pupils who have special educational needs or disability, and checks on their work, indicate that they are learning effectively. However, the school's assessment information for this group of pupils shows variable rates of progress between subjects, year groups and classes.
- This does not, necessarily, indicate that pupils in this group are underachieving, because some pupils' complex needs and small steps in progress are not depicted by the school's assessment information. The leader for this aspect of the school's work was able to provide some information to reflect the good progress made by some pupils but, overall, progress of pupils in this group was not demonstrated well.

Early years provision is good

- When children begin Nursery, the skills of a high proportion are below what is typical for their age in most areas of learning, including in communication and language, personal, social and emotional development, literacy and mathematics. During their time in Nursery, much effort is spent developing children's personal, social and emotional development to ensure their readiness to learn in Reception.
- The school's assessment information shows that Nursery children make the most progress in this area of learning. Currently, many more Nursery children are demonstrating the skills typical for their age in this area of learning than in others. However, a number of children, mostly boys, still find it difficult to concentrate for more than a short time or to play cooperatively. While Nursery children do make progress in other areas of learning, other than in the area of personal, social and emotional development, the proportions of children working below what is typical for their age is still relatively large.
- The recent addition of provision for two-year-olds, which is a significant strength, will likely raise attainment on entry to Nursery, enabling more rapid progress and higher attainment on entry to Reception. The early years leader is also working closely with the new Nursery teacher to remodel aspects of the provision and ensure more consistent progress across areas of learning.
- During their time in Reception, children make rapid progress in response to high-quality teaching. Focused teaching to boost the learning of children who are on the cusp of achieving the skills typical for their age is provided to help them catch up quickly.
- The early years pupil premium funding is used well to accelerate the progress of disadvantaged children, while boys' achievement has improved in response to a specific initiative this year aimed at extending boys' learning in mathematics and literacy.
- Attainment by the end of Reception this year is still likely to be below the national average. However, the proportion attaining a good level of development and ready to start work in Year 1 will be higher than in the past two years. The proportions of disadvantaged children and boys attaining this level will also be higher than last year.

- The children come into school excited and ready to learn. The warm, supportive and nurturing relationships that adults provide ensure that the children feel cared for and safe. This is particularly evident in the provision for two-year-olds who settle well and love joining in songs and rhymes and listening to stories.
- The indoor and outdoor learning environments are bright, colourful and stimulating. A wide range of resources and activities capture and sustain children's interest and ensure that they are actively involved in learning through play and exploration. Practitioners' involvement in children's play supports and challenges the development of skills and understanding. Displays and learning journals celebrate children's achievements.
- There is some very effective teaching of early reading and writing skills, including phonics. The development of children's talk and vocabulary is a strength and develops children's confidence.
- Early years practitioners make regular checks on children's progress. They use the information to modify their teaching and plan the next steps in children's learning to ensure that activities focus on the skills and knowledge that children need to develop.
- Appropriate policies and procedures are in place to ensure that children are safe and happy. Staff work closely with parents to share information and support the children's learning and personal development.

School details

Unique reference number	104792
Local authority	St Helens
Inspection number	10012148

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	379
Appropriate authority	The governing body
Chair	Mrs Lisa Cunliffe
Headteacher	Mrs Diane Bate
Telephone number	01744 678250
Website	www.district.st-helens.sch.uk
Email address	julie.clewes@sthelens.org.uk
Date of previous inspection	4–5 June 2014

Information about this school

- The school is larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is low and none are at an early stage of learning to speak English.
- The proportion of pupils for whom the pupil premium provides support is high (the pupil premium is additional government funding for pupils who are known to be eligible for free school meals and who are in the care of the local authority).
- The proportion of pupils who have special educational needs or disability is above average. The proportion with a statement of special educational needs or an education, health and care plan is low.
- The school's early years provision includes part-time provision for two-year-olds and a mixture of full and part-time Nursery provision. Most of the children who attend the school's Reception classes have attended the school's Nursery.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A higher than average proportion of pupils join and leave the school other than at the usual admission and transfer times.
- The school meets requirements on the publication of specified information on its website.
- The school provides a breakfast and after-school club.
- During the inspection, the school's deputy headteacher was leading the school in the capacity of acting headteacher, because the headteacher was absent through illness.

Information about this inspection

- Inspectors observed teaching and learning in each class.
- Inspectors checked pupils' work, listened to them read and reviewed the school's assessment information about their attainment and progress.
- Inspectors held three formal discussions with pupils and spoke to others informally in lessons and at playtime and lunchtime.
- A range of documentation was reviewed, including the school's evaluation of its work and the local authority's reviews of the school's work since it was last inspected. Safeguarding information, records of pupils' behaviour and attendance, the school improvement plans and information about teachers' performance were also checked.
- Inspectors held discussions with senior and middle leaders, five governors and representatives from the local authority.
- Twenty-two responses to Ofsted's online questionnaire, Parent View, were considered, including written comments from 14 parents. Inspectors spoke to some parents as they brought their children to school.
- Inspectors spoke to a number of the school's midday supervisors and considered six responses to the online staff questionnaire.

Inspection team

Margot D'Arcy, lead inspector	Ofsted Inspector
Maria McGarry	Ofsted Inspector
Diane Palin	Ofsted Inspector

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