

Lyndhurst Primary and Nursery School

Heron Street, Oldham, Lancashire, OL8 4JD

Inspection dates

10–11 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Senior leaders and governors have failed to tackle weaknesses in teaching and so standards across the school have declined since the previous inspection. They have not identified the extent of the school's weaknesses and have failed to ensure that pupils' behaviour and safety are adequate.
- Standards at the end of Year 2 and Year 6 are too low. In Key Stages 1 and 2, too many pupils underachieve in reading, writing and in mathematics. The work set does not capitalise on the good progress children make by the end of Reception.
- Teaching is inadequate because it is not securing the progress pupils are capable of over time. This is the case for all groups of pupils, including boys, the disadvantaged, pupils with special educational needs and the most able.
- Expectations of what pupils can achieve are low. Work is not matched well enough to pupils' varying abilities.
- The quality of marking is poor and pupils do not know how to improve their work.
- Pupils' behaviour is inadequate. A significant minority of older pupils have poor attitudes to work and misbehave in lessons. This slows their own learning and that of others. Pupils in Years 5 and 6, notably boys, lack respect for other pupils and for adults. Parents and staff express concern that poor behaviour is not always managed effectively and inspectors agree with them.
- The school's work to keep pupils safe is inadequate. Pupils do not feel safe because of misbehaviour and the incidence of bullying. Leaders fail to deal with bullying effectively and, as a result, it persists. Pupils do not understand how to deal with bullying.

The school has the following strengths

- As a result of good provision, children make good progress in the early years. They behave well and are well prepared for learning in Year 1.
- Between Years 1 and 4, pupils are generally well behaved and respectful to each other and adults.
- Attendance has improved and is above average.
- Aspects of the school's work, such as assemblies, make a good contribution to pupils' spiritual and cultural development.

Information about this inspection

- The inspectors visited parts of lessons or scrutinised pupils' work in every class. They visited assemblies, discussed pupils' views of learning with them and carried out a scrutiny of the work completed in pupils' books.
- Meetings were held with senior leaders, subject leaders, staff and representatives of the local authority as well as with members of the governing body.
- Inspectors looked at a number of documents, including safeguarding records, the school's improvement plan, the school's data for tracking pupils' progress, reports on pupils' achievement, records of pupils' behaviour and the school's monitoring of the quality of teaching.
- The inspectors listened to pupils in Years 2 and 6 read and spoke formally and informally to pupils during playtimes and lunchtimes.
- The inspectors took account of the 12 responses received at the time of the inspection from the on-line questionnaire (Parent View), as well as the views of the parents with whom inspectors spoke.
- The inspectors took account of the 37 responses to the staff questionnaire.

Inspection team

Clare Henderson, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Christine Marchi

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is an above-average-sized primary school.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium, is above average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well above average; a few speak English as an additional language. The large majority of pupils are Asian or Asian British and most are from Pakistani and Bangladeshi heritages. A small minority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs is above average.
- 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.
- Early years provision in the Nursery class is available part-time and in the Reception class is full-time. Children in the early years learn in their own purpose-built indoor and outdoor environment.
- The acting headteacher, acting deputy headteacher and an acting assistant headteacher took up post in September 2014. Four new teachers have joined the school since September 2014.

What does the school need to do to improve further?

- Take urgent steps to improve the quality of teaching in Key Stages 1 and 2 so that it is at least good, in order to raise standards for all groups of pupils in these year groups, so that they can make good or better progress, by ensuring that:
 - teachers' knowledge and skills to teach reading, writing and mathematics in Years 1 to 6 are good enough to enable all groups of pupils to achieve well
 - all staff have high expectations of what pupils can achieve, including of their handwriting and presentation of work
 - teachers set challenging and appropriate targets for pupils of all groups and, particularly boys, the disadvantaged and disabled pupils and those pupils with special educational needs
 - the most able pupils are fully challenged to think hard and achieve their best
 - assessment information is accurate and used effectively to accelerate pupils' learning in all subjects
 - pupils' work is regularly marked and that marking consistently provides useful guidance to pupils on how to improve their work and that this advice is acted upon
 - pupils' numeracy skills provide a secure base for further learning and providing opportunities for them to apply these skills in subjects in other than mathematics
 - standards in reading are raised by strengthening younger pupils' knowledge of phonics (letters and the sounds they make) and increasing opportunities for pupils of all ages to read more widely
 - pupils have more opportunities to improve and extend their writing skills across a range of subjects, as well as in literacy lessons.
- Rapidly improve pupils' behaviour and safety, particularly in Years 5 and 6, so that they are at least good, by ensuring that:
 - leaders take effective action to tackle incidents of bullying, poor behaviour and disrespect
 - all staff and pupils follow the school's new behaviour policy and staff have the skills to manage pupils' behaviour effectively
 - teachers consistently support and challenge all pupils to develop good attitudes to learning and respect for others
 - the curriculum is strengthened so that pupils have a good understanding of how to deal with bullying

- the methods for recording and following up behaviour and safety incidents in order to prevent reoccurrence are strengthened.
- Rapidly improve the effectiveness of leadership and management at all levels, including governance, so there is a strong and collective capacity to quickly improve the effectiveness of the school by ensuring that:
 - the achievement of different groups of pupils is regularly checked in order to put action in place more swiftly if underachievement is identified
 - clear, measurable steps in improvement plans show how well the school is progressing
 - the appraisal of teachers' performance is regularly reviewed and that they are held rigorously to account for pupils' progress
 - subject leaders' skills are developed so they are effective in checking the quality of teaching and pupils' achievement in their subjects
 - governors effectively hold the school to account for its performance and play a full part in monitoring the expenditure of the pupil premium and primary school physical education and sports funding.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management and governance may be improved.

Inspection judgements

The leadership and management are inadequate

- Leaders, including governors, have failed to deal with issues raised at the previous inspection with enough rigour to improve the school, especially in developing pupils' reading, writing and mathematical skills. They have failed to put in place effective systems to check the quality of teaching, to monitor pupils' achievement and to ensure behaviour and safety are at least adequate. Consequently, the school's effectiveness has significantly declined since 2012. Teaching is now inadequate and pupils in Years 1 to 6 underachieve.
- The school's work to keep pupils safe and secure and pupils' behaviour are both now inadequate. Leaders have not ensured that all teachers in Key Stages 1 and 2 have the skills to manage pupils' behaviour effectively. Although a new behaviour policy is in place, not all staff or pupils follow it. Leaders do not address incidents of bullying adequately. Their actions to prevent bullying from occurring or to follow up incidents of poor and disrespectful behaviour, as well as bullying, are ineffective and do not prevent reoccurrence. Leaders do not ensure that pupils understand how to deal with bullying when it occurs.
- Leaders have failed to check and track the achievement of different groups of pupils with the necessary regularity and rigour. Underachievement in the past has, therefore, gone unnoticed. The school's promotion of equal opportunities is inadequate because too many pupils from different groups, including those pupils with special educational needs, the disadvantaged, boys and the most able, do not make enough progress in reading, writing and mathematics.
- The leadership of teaching is weak. The role of some subject leaders is underdeveloped; as a consequence, they do not play a significant part in checking on the quality of teaching and pupils' learning in their subjects. Teachers say that, in the past, targets for performance management were set but not linked to pupils' performance or teachers' salary progression, in a structured way. Teachers are now held increasingly accountable for the progress of pupils in their class and a system for the full appraisal of individual teachers' performance is now in place.
- The school's plans do not have a sharp enough focus on improvement. They lack clear and measurable steps to enable leaders to check how well the school is progressing.
- The school contributes well to pupils' spiritual and cultural development through the arts, music and sports and by encouraging pupils to find out and learn to respect and understand the beliefs and traditions of other faiths. However, a significant minority of pupils and, in particular boys in Years 5 and 6, do not treat others pupils and all adults with care and respect and consequently are ill-prepared well for life in modern Britain. As a result, the school's promotion of good relations and efforts to tackle discrimination are weak.
- Although the curriculum is enriched with an interesting range of activities to extend pupils' sporting, musical and artistic skills, it does not meet the needs of pupils effectively. There are too few opportunities for pupils to develop their basic skills in reading, writing and mathematics in other curriculum subjects.
- Finances overall are adequately managed; however, the pupil premium funding is not used effectively enough to enable disadvantaged pupils to narrow the gaps in their attainment in English and mathematics compared to other pupils nationally. As a result, they fail to make the progress needed to catch up with others.
- Pupils are enthusiastic about physical education and the range of sports clubs on offer. The primary school physical education and sports funding is being used well to coach pupils in sports, such as volleyball, and to allow them to attend an increasing range of inter-school tournaments. However, the fund has not been used to provide training for teachers to improve their skills in teaching physical education and, therefore, these developments are not sustainable in the future.
- A significant minority of parents who spoke with inspectors or who responded to the on-line questionnaire are not happy with leadership, behaviour, safety or the quality of teaching in the school.
- The acting headteacher, ably supported by the acting deputy headteacher, have quickly formed an accurate view of the school's strengths and weaknesses. In the short time that they have been in post, they have moved swiftly to start addressing some of the key areas. For example, they have introduced a new behaviour policy. A strengthened system for tracking pupils' progress with greater accuracy is starting to spot where learning is too slow more readily. Teachers are starting to be held more fully to account for the learning of pupils in their classes.
- New leaders have implemented a formal cycle for checking the quality of teaching. They have also identified the need for accurate self-evaluation and teachers' appraisal. However, none of these are sufficiently well embedded to have had any significant impact on improving the school's effectiveness. The ability of leaders and managers to bring about improvement remains fragile. Senior leaders and governors do not have the ability to bring about rapid improvement without external support and training.

- The local authority has an accurate view of the overall effectiveness of the school and fully recognises that pupils are underachieving. Since the previous inspection, the local authority has offered to provide a range of support to improve the quality of teaching and learning throughout the school. This support has been welcomed and used effectively in the early years to improve the quality of provision and children's learning.
- The school's arrangements for safeguarding pupils meet statutory requirements. Procedures for vetting staff and visitors are effective. Although leaders ensure that the site is secure, they, along with governors, have failed to ensure that pupils are kept safe from bullying and misbehaviour. As a result, pupils do not feel safe.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - Governance is ineffective. Members of the governing body have not adequately held senior leaders to account for pupils' achievement, teaching or behaviour and safety. Governors are aware that, at the end of the last two academic years, data on pupils' standards have indicated a decline and the progress pupils have made has been too slow. Many governors are new to their post and do not know how well staff are carrying out their responsibilities. Governors do not have an accurate view of the quality of teaching. Governors believed that performance management for teachers was in place; however, it was not linked well enough to pupils' progress or salary progression for teachers. Governors manage finances adequately. They are familiar with how the pupil premium and primary school physical education and sports funding are used but have not ensured that these help pupils to improve their learning. The governing body is committed to improving the school.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of pupils is inadequate.
- A significant minority of pupils in Year 5, particularly boys, are disruptive in lessons and show poor attitudes to learning. They shout out and generally do not listen to teachers or other adults. As a result, these pupils and those whose learning is disrupted by poor behaviour do not achieve as well as they could. Around the school, older pupils, notably boys, lack respect for other pupils, particularly for the girls and for adults, including school visitors.
- Pupils spoken with during the inspection expressed concern about pupils' poor behaviour in lessons and also on the playground. They said that some pupils do not follow the school rules. Parents who spoke with inspectors, those who completed the online questionnaire, as well as comments from staff, indicate that they do not believe behaviour is managed well enough by school leaders.
- Frequent numbers of incidents recorded in the school's logs of behaviour, although dealt with by staff at the time, record incidents of fighting, violent conduct and bullying activities around the school, most of which relate to older Key Stage 2 pupils and which are often repeated. Leaders fail to prevent poor behaviour and conduct from occurring or reoccurring.
- Children in the early years and many pupils in Years 1 to Year 4 generally behave well, have good manners and show respect and tolerance for others. They move about the school calmly and purposefully.
- Many pupils are proud of their school and welcome the roles of responsibility they are given. School councillors, sports leaders and lunchtime dinner leaders are some of the many roles they enjoy.
- Pupils told inspectors how their views are taken into consideration, for example, in drawing up questions to ask candidates applying for the headteacher position. Such opportunities extend pupils' leadership skills well.

Safety

- The school's work to keep pupils safe and secure is inadequate. Some pupils say they are afraid because of bullying from older pupils. Other pupils say they witness pupils behaving badly in the classrooms or on the playground and that this slows their learning and negatively impacts on their enjoyment of school.
- Groups of pupils, in particular girls in Key Stage 2, told inspectors that some pupils in Years 5 and 6 bully them, push them off equipment in the playground and generally treat them discourteously.
- Pupils understand there are different types of bullying including racism, prejudice-based bullying and bullying through the internet. They told inspectors how they can stay safe when using the internet and understand why precautions are necessary. They say they would report to adults if anyone approached them online. However, they say that when bullying occurs in the school it is not fully addressed. Pupils

lack confidence to deal with it, such as telling an adult. 'You do not tell the teachers because the bully might start picking on you,' was a typical comment. Leaders fail to ensure that pupils know to deal with bullying when it occurs.

- Pupils learn the importance of taking care of themselves, without being afraid to have a go at new experiences, such as in the early years, by making dens in the outdoor area or, older pupils taking part in residential holidays. As a result, these pupils have fun and enjoy school.
- The school has worked closely with parents to make sure their children attend regularly. As a result, attendance has improved and is now above average.
- The school's premises are secure and pupils say they feel safe in the building.

The quality of teaching

is inadequate

- As a result of inadequate teaching over time, pupils in Key Stages 1 and 2 underachieve in reading, writing and mathematics. Low expectations, frequent staffing changes and weak teaching during the last two academic years have led to a significant decline in standards.
- The quality of teaching in Years 1 to 6, particularly of the basic skills of reading, writing and mathematics, is too variable. Teaching for different groups of pupils is also ineffective and results in wide variations in their rates of progress. The most able pupils, for example, are often given work that is too easy and prevents them from reaching the higher levels of attainment of which they are capable.
- Assessment information about what pupils know and can do is not used well enough in planning pupils' learning. Activities are often at one level of difficulty, on a worksheet set for all. While some pupils find the learning too easy, others find it too hard. Targets set are not challenging, nor are they appropriately matched to the pupils' varying needs.
- The quality of marking is poor. In the main, work is not marked regularly enough and comments do not give sufficient detail in order to be helpful to pupils. There is little evidence that pupils consistently act upon the limited advice they are given and correct their mistakes. This hinders their progress.
- Until very recently, there has not been a consistent approach to the teaching of reading through the use of phonics (letters and the sounds they make) in Year 1 and Year 2. Consequently, the good progress children make in the early years has not been sustained. Pupils' limited understanding of letter sounds and difficulty in blending different sounds together resulted in a below average proportion achieving the Year 1 phonics check in 2014. Reading activities for pupils through Key Stage 2 are not always at the correct level of difficulty and consequently, fail to interest and motivate them to improve their reading.
- Pupils' achievement in writing is hindered because there are not enough opportunities to improve and extend their writing skills across a range of subjects, as well as in literacy lessons.
- Pupils make slow progress in mathematics because they have too many gaps in their knowledge of basic skills and so are unable to use different approaches to solve mathematical problems quickly and accurately. They have too few opportunities to apply these skills in other subjects.
- A few teachers expect high-quality work from pupils, set a good example and achieve good results in terms of pupils' outcomes in lessons, but this is not the case consistently across the school. For example, the low expectations that some teachers have of pupils' capabilities reflect in untidy handwriting and the poor presentation of some work which is accepted too readily, as well as in teachers' tolerance of disruption and lack of focus and the poor attitudes to learning by some pupils.
- Where assessment information is used well and pupils know what the teacher expects from them, they make good progress. In a mathematics session in the Reception classes, for example, children made good progress because they knew which skills, already mastered through previous work, they needed to use to calculate addition and subtraction problems presented to them. Too often between Years 1 and 6, however, pupils are unclear of what is expected of them and this hampers their progress.
- Disabled pupils and those with special educational needs underachieve because day-to-day teaching and the support they receive are too variable and do not adequately meet their needs.

The achievement of pupils

is inadequate

- The good start children make to their learning in the early years is not sustained and almost all groups of pupils make inadequate progress in Key Stages 1 and 2.
- Nationally published data shows that the standards attained by pupils have dipped significantly in the past two years at the end of Years 2 and 6. In 2014, standards were significantly below average in reading, writing and mathematics by the end of Year 2. In Year 6 they were significantly below average in reading,

mathematics and spelling, grammar and punctuation and below average in writing. This represents inadequate progress from pupils' previous starting points.

- Progress over time, as seen in pupils' work in books and in lessons, in Years 1 to 6 is too variable and is inadequate overall. Standards of attainment evident in these year groups are currently are too low.
- Achievement in reading is inadequate. The results of the screening check at the end of Year 1 of pupils' understanding of phonics show that the proportions meeting the expected standard was below the national average in 2013 and 2014 and this reflects weak teaching.
- The most able pupils underachieve. Less than a fifth of pupils achieved the higher Level 5 in Year 6 in 2014 in mathematics, reading and writing combined results, and this is about half the proportion of pupils that do so nationally. Work is often too easy for the most able; they are not challenged to achieve their best.
- There is significant variation in the rate of pupils' progress between year groups and between groups of pupils. While girls reached average standards in the 2014 national tests, the standards of boys were below the girls by two terms in all subjects and, significantly below boys nationally.
- Results in Year 6 in 2014 show that pupils of different ethnic backgrounds also underachieve. The standards of pupils who speak English as an additional language were below their group nationally in reading, writing and mathematics by two terms in all subjects. Similarly, White British pupils in the school also reached standards over two terms behind other White British pupils nationally.
- Disadvantaged pupils underachieve. Compared to other pupils nationally, their progress is inadequate. In 2014, the gap in the attainment of disadvantaged pupils at the end of Year 6 was approximately two terms behind other pupils in the year group in reading, one term in writing and three terms in mathematics. It was four terms behind other pupils nationally in reading, mathematics, spelling, grammar and punctuation and one term in writing. These gaps in attainment between different groups currently in the school and nationally are not being closed quickly enough.
- Extra support targeted at pupils who need to catch up and those with special educational needs is ineffective and as a result, they underachieve.
- The targets teachers set are not challenging enough to ensure that the progress of pupils is accelerated to help them catch up when they fall behind. Teachers and leaders do not have a clear evaluation of the impact of their work aimed at supporting pupils. They do not know which actions are being effective and which are not. This shows that the school's efforts to promote equality of opportunity or tackle discrimination are inadequate.

The early years provision

is good

- Good teaching, along with effective care and support means that children's learning gets off to a good start in the early years.
- All adults make sure that a very safe, secure and exciting learning environment is provided both indoors and outdoors within the purpose-built early years accommodation. This supports children's learning well. As a result, children are happy, confident and well-behaved. All welfare and safety regulations for the early years are securely met.
- Adults plan and design activities well to develop all children's skills, but especially in literacy and numeracy, because these skills are generally weaker than those typical for their age when they start school.
- Children are safe and cared for well. They learn rapidly to follow routines and rules, to learn to share and get along with each other. During the inspection, for instance, children included others in their play as they acted out the story of the Three Billy Goats Gruff. Skilful questioning from adults extended children's language and understanding of the story and of the need to speak clearly and audibly.
- Mathematical learning is built well into play, as children in Reception classes confidently counted to one hundred with the most able being challenged to identify halves and quarters while other groups worked out addition and subtraction problems.
- In recent years, though less so in the current Nursery and Reception classes, some children started school with personal skills which were considerably weaker than those of other children. To address this, learning is firmly based around children's abilities and interests. All the adults build skilfully on these to extend children's speaking, listening and mathematical skills, as well as their overall confidence.
- Adults have a clear knowledge of each child's needs. They record the children's progress electronically, building a comprehensive profile of children's progress and where the next steps are needed to accelerate learning further.

- Children's physical and social skills and their health and well-being are developed well through a good range of activities. Learning to climb, to make decisions and follow instructions, such as tidying up at the end of the session, all contribute well to this development.
- Children show good progress in developing confidence and concentration skills as they explore confidently letters and sounds, begin to read and practise their writing skills. Provision is not outstanding because children do not have enough opportunities to develop their mathematical skills in the outdoor environment.
- The early years leader provides good leadership. She has responded positively to advice given to improve outcomes for the children. A strong team is in place that has a clear vision for the future.
- The exciting and high-quality provision is having a good effect and, as a result, in 2014, the proportion of children attaining a good level of development was similar to the proportion that did so nationally. This indicates children are prepared well for entry into Year 1.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105632
Local authority	Oldham
Inspection number	456148

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	487
Appropriate authority	The governing body
Chair	David Trott
Headteacher	Angela Furnival
Date of previous school inspection	10 May 2012
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