

Swallow Hill Community College

Whingate Road, Armley, Leeds, LS12 3DS

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Inadequate	4
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Inadequate	4
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses

- During the academy's first year, students' achievement was inadequate. In particular, they did not make enough progress in mathematics and science and standards remained well below average at the end of Year 11.
- Until recently, pupil premium funding has not been used effectively enough to help disadvantaged students. Consequently, they made inadequate progress.
- Teaching is not consistently good enough in all subjects, particularly in mathematics and science, to overcome students' past underachievement.
- On occasions, some teachers' expectations are too low, especially of the most able. Marking and questioning skills are not always good enough to improve students' understanding. Not all teachers make sufficient use of assessment information to plan appropriate work to meet students' needs.
- Some teachers and assistants do not always work closely enough together to ensure the additional support provided for some students helps them to make as much progress as they might.
- There are high numbers of students with weak literacy and numeracy skills. Strategies for improving students' literacy and numeracy are not applied consistently in all subject areas.
- The impact of recent changes to the curriculum has yet to be seen in all subject areas.
- Subject leaders vary in how effectively they work to improve teaching and raise achievement.
- Teaching and achievement in the sixth form require improvement. From very low starting points in the sixth form, too many students make slow progress and do not reach the higher grades.
- In lessons, some teachers do not apply the academy's behaviour policy consistently.

The school has the following strengths

- Staff morale is high. Staff say that the Principal is moving the academy forward quickly and she has created a relentless ambition to reach high standards. As a result, teaching is improving.
- Leaders have a clear understanding of the academy's strengths and weaknesses. They have taken action to improve teaching through rigorous performance management and staff training.
- Teaching is good in a number of subjects, including English, business studies, physical education, creative arts and art. In other subjects, teaching has started to improve.
- A newly reconstituted governing body is in place and it is effectively monitoring the work of the academy.
- Students' conduct and attendance are steadily improving.
- Swallow Hill provides a caring environment in which students feel safe and are encouraged to respect others and themselves.
- Students' spiritual, moral, social and cultural development is promoted effectively. Diversity is celebrated and British values permeate day-to-day life in the academy.

Information about this inspection

- Inspectors observed learning in different subjects and across all ages and abilities. Two lessons were observed jointly with the Principal and a vice-principal. Inspectors reviewed work in students’ books in a range of subjects and listened to students read during lessons. Inspectors also visited form registration periods.
- Meetings were held with groups of staff, students, two members of the governing body, representatives from the Academy Trust, a representative of the local authority and an academy improvement partner.
- Inspectors took account of the responses to 78 staff inspection questionnaires. The results of 20 responses to the online questionnaire, Parent View, were also considered alongside feedback from parents to the academy’s own parental questionnaires.
- At different times in the day, inspectors observed students moving between activities inside and outside the academy and at breaks in the dining hall and outside leisure areas.
- Inspectors observed the academy’s work and considered a number of documents, including the academy’s own view of its performance, the academy improvement plan, reviews of the academy undertaken by external consultants, and achievement and behaviour data for current cohorts of students.

Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

Andrew Henderson

Additional Inspector

Jonathan Jones

Additional Inspector

Elizabeth Haddock

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 significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Swallow Hill Community College converted to become an academy school on 1 July 2013. When its predecessor school, of the same name, was last inspected by Ofsted, its overall effectiveness was judged to require improvement.
- Swallow Hill is a below average sized 11 to 18 secondary academy.
- The proportion of pupils from minority ethnic backgrounds is above average and the proportion who do not speak English as their first language is almost double the national average.
- The proportion of disadvantaged students, those supported by the pupil premium, is almost double the national average. The pupil premium is funding for those pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled students and those with special educational needs is well above average. There is an increasing proportion of students entering the academy with identified needs in speech, language and communication.
- The academy does not meet the government's current floor standards, which are the minimum expectations for students' attainment and progress.
- Since the academy opened, in July 2013, the governing body has been reconstituted and a new Principal appointed. Since the appointment of the new Principal, there has been a high turnover of staff, a new senior leadership team has been formed and a number of new subject leaders and teachers have been appointed.
- The curriculum has recently been changed in order to meet students' interests and learning needs.
- The academy is a member of the Academies Enterprise Trust.
- A small number of students in Years 8 to 11 are offered an alternative curriculum and attend off-site provision for a small part of the week. Providers include WEST14, EDUCATE and OASIS.
- The academy has consulted on its plans to close the sixth form and, if they are approved, from 2015 the academy will cease to enrol students into the sixth form, which will close in 2016.

What does the school need to do to improve further?

- Improve the quality of teaching to be at least good, so that students make good or better progress and reach higher levels of attainment across the academy in all subjects and year groups, including in the sixth form and especially in mathematics and science, by ensuring that all teachers:
 - in all subject areas consistently apply the academy's marking and feedback policy so students are given clear advice about how they can improve their learning and work, and also ensure that students are given sufficient opportunity to respond to this advice
 - make better use of assessment information to plan learning activities that enable all students to make at least good progress
 - provide opportunities for students to develop stronger literacy and numeracy skills across different subjects
 - share the good practice that exists among some teaching assistants and some teachers so that high quality support in all lessons is provided for disabled students and those who have special educational needs
 - consistently apply the academy's behaviour management policy so students are fully engaged in their learning throughout their lessons.
- Strengthen further the impact of leadership and management at all levels, including governance, by ensuring:

- the further development of the consistency and quality of subject leadership, so these leaders are equally effective in improving teaching and in holding teachers to account for students' progress
- that recent changes to the curriculum are monitored and evaluated in terms of the impact they have on improving students' engagement in learning and raising their achievement
- that leaders give a high priority to the training of less experienced and less effective teachers in order to improve teaching and achievement
- by working closely with the families of those students who are frequently absent from school so students' attendance continues to rise.

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

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

Inspection judgements

The leadership and management requires improvement

- Since Swallow Hill College became an academy, in July 2013, the new Principal and governing body, along with other new leaders, have placed a relentless focus on improving provision and standards and raising aspirations for the entire academy community. Decisive action has been taken to tackle underperformance. Poor behaviour is not tolerated and expectations have been raised. Although it is too early to see the full impact of some of the recent changes, there is tangible evidence to demonstrate these actions are already having a positive impact on outcomes for students in terms of their academic progress and their attendance. While the work of subject leaders varies in its effectiveness, senior leaders have demonstrated that they have the capacity to make further improvements.
- The Principal and new senior leadership team have a clear understanding of the academy's strengths and weaknesses and have taken immediate action to improve teaching through the performance management of staff. Teaching in several subjects, including English, is improving swiftly. There are now more rigorous procedures in place to monitor the quality of teaching through lesson visits, checking the standard of work in students' books and undertaking joint lesson observations with external consultants. Professional development has improved but there is more to do to ensure that the training of new and less effective teachers is given a high priority.
- There has been a high staff turnover, which has been managed effectively over the last 18 months. Staff morale is high and staff are extremely positive about the journey that the academy has embarked upon under the leadership of the new Principal. They are 'on board' and appreciative of the challenge and support with which they are provided. Staff value the Principal's openness, honesty and the fact that she is a highly visible presence about the academy, leading by example.
- Some subject leaders are beginning to hold teachers to account for the performance of their students. However, the quality of subject leadership requires further improvement, because there remains too much variation in its effectiveness and in leaders' skills in monitoring and improving teaching standards. This is because a number of subject leaders are newly in post and have yet to be fully trained.
- While leaders strive to ensure equality of opportunity, not all students have the same opportunities to achieve as well as their better-performing peers in the academy or nationally because of inconsistencies in teaching.
- Leaders are now using data more effectively to pinpoint underachievement, thereby identifying where additional support and intervention are required, to improve the quality of teaching and to raise teachers' and students' expectations of what can be achieved. One example of how improvements in teaching are leading to improved outcomes for students, is the more focused and effective support for students who arrive with poor literacy skills.
- Leaders, including governors, have identified the need to ensure that additional government funding is used to best effect for the students for whom it is intended. The pupil premium and Year 7 catch-up funding (provided to improve the performance of students who start Year 7 with weak literacy and numeracy skills) are now being more carefully directed. This is accelerating the progress made by students in Years 7 and 8 in developing their reading skills and is narrowing the attainment gaps between disadvantaged students and others in the academy.
- The curriculum that was in place when the academy first opened was failing to meet the needs of many students and this contributed to their low achievement rates. Ongoing changes have led to improvement in some subjects, but not in all, especially in mathematics and science. Leaders have undertaken a thorough review of the curriculum and it is now more closely matched to the needs of students. The changes that have been made, including the introduction of three separate science GCSEs, provide a wider range of opportunities for students at all levels of ability. Opportunities to promote numeracy and literacy across the full range of subjects are not yet fully developed.
- A programme of careers education and guidance ensures students are well advised about the next phase of their education. Leaders place a high importance on ensuring that students are appropriately placed when they leave the academy and even more so now that they have consulted on closure of the sixth form provision at the academy.
- The academy's work to promote students' spiritual, moral, social and cultural development is effective. A high priority is placed on the importance of good relationships, promoting tolerance and tackling discrimination and this is apparent in the way students of different social backgrounds and ethnic groups work and socialise together. Key themes are taught in appropriate subjects and reinforced in assemblies. The curriculum and other activities provide ample opportunities to prepare students for life in modern Britain.
- The Principal receives support from the National Leader of Education from the Leeds Teaching School

Alliance. The local authority works alongside the academy in developing stronger links with the local community.

- The Academies Enterprise Trust has provided a range of support for the academy, including: mentoring for the new Principal, leadership training and development for leaders at all levels, and professional support for the mathematics department with a focus on improving the quality of teaching in the subject. This has contributed to the improvements that have been made in the quality and impact of leadership, and is starting to have a positive impact on students' progress in mathematics.
- Parents' views about the school are largely positive. The majority would recommend the academy to others.
- Safeguarding procedures meet requirements.
- Leaders rigorously monitor the attendance and behaviour of students who attend off-site alternative provision.
- **The governance of the school:**
 - On becoming an academy the governing body was reconstituted. Prior to this, governors were not working effectively as a group or holding the predecessor school to account well enough. Following an audit of their areas of expertise, the governing body reduced its size, appointed new governors through an interview process, and formed a new committee structure. Consequently, there are now more effective systems in place, for example, to monitor the expenditure of the pupil premium. An external review of governance is required to check on and help consolidate the work done so far by governors.
 - Governors are now monitoring the work of the academy more effectively in other areas. A series of external reviews have been undertaken by consultants from a range of organisations.
 - Governors are increasingly involved in spending time in the academy considering aspects of its work through discussions with leaders and teachers, scrutiny of documents, discussions with students and visits to lessons.
 - Governors have supported the new Principal in tackling the underperformance of teachers and rewarding teachers who teach well. The new governing body has a good knowledge of performance-management targets for teachers and how these are related to students' achievement.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of students requires improvement. This is because students' attitudes to learning are not consistently positive in all subjects and with all staff. In lessons where the teaching does not engage students, they easily get bored and will start to chatter to their friends rather than listen or get on with tasks that they sometimes find too easy. Such attitudes, along with some teachers' slow response to dealing with off-task behaviour, contribute to the slow progress students make in their learning. This finding was supported by the views of staff in their responses to inspection questionnaires.
- However, in most lessons, students arrive promptly and with the right equipment. They show respect and work well with their teachers and with one another. They want to succeed, they know their targets and they have ambition to achieve well.
- Students commented to inspectors on the improvements there have been in behaviour since Swallow Hill became an academy. The vast majority of students behave well outside of lessons, on corridors, in outdoor areas and in the dining hall, and at breaks and lunchtimes. Students of all ages and backgrounds socialise well together and there is a harmonious atmosphere in all areas of the academy.
- Following the introduction of a new behaviour policy, in which the academy's expectations of students' behaviour were raised, there was an initial increase in the number of reported incidences of poor behaviour and the number of fixed-term exclusions. However, these have now dropped as students have got used to the new guidelines. Even so, some staff do not apply the policy consistently.
- Those students attending alternative provision behave appropriately in their different learning environment.
- During the inspection, inspectors noted no incidences of graffiti, very little litter and few incidences of inappropriate language being used by any students. Students wear their uniform properly and with pride.
- Students increasingly take on positions of responsibility and are active in raising money for a number of charities.
- Although attendance is below average, it has risen significantly since July 2013 and the proportion of students who are persistently absent has fallen. Leaders are developing increasingly close links with families in their ongoing drive for higher attendance rates.

Safety

- The academy's work to keep pupils safe and secure is good. All necessary arrangements for safeguarding students are in place and are monitored by senior leaders. Governors have clear procedures in place for reviewing safety procedures and policies; they are clear such reviews should be undertaken regularly and have put in place measures to ensure that this happens.
- Leaders work with a range of external agencies to ensure that the individual needs and safety of students are addressed. There is a common understanding, among the wider community in which these agencies operate, that Swallow Hill is an inclusive academy which places student safety high on its list of priorities.
- Students say they feel safe at the academy and the vast majority of parents and all staff agree that students are kept safe. The safety of those students who attend alternative provision is monitored carefully by the academy.
- Students show a good understanding of why different forms of bullying, racism and other forms of anti-social behaviour are unacceptable. The academy ensures that there is time within the curriculum to promote understanding of diversity and tolerance. There has been a drop in the number of recorded instances of bullying since the introduction of the new behaviour policy. Students say that bullying is rare and also say that, if it does occur, the adults deal with it well and to students' satisfaction.

The quality of teaching

requires improvement

- Teaching requires improvement because, although there is good and outstanding teaching in some subjects, for example in English, business studies, physical education and creative arts, there is still too much teaching, such as in mathematics and science, which does not promote good learning. Not all staff consistently apply academy policies for giving students feedback or the policies for managing students' behaviour. This results in progress stalling for these students. In some subjects, such as English, teachers are using the academy's marking policy consistently, and this is rapidly improving students' progress in all year groups.
- Currently, not all teachers use their knowledge of students' previous learning to make sure work is set at the right level. Nor do they ask students challenging questions. While teachers now have more accurate data about students' attainment, this is not always used to plan work that engages and stretches students of all abilities, particularly the most able. As a result, too many lessons are based on the majority of students completing the same task rather than in making sure students all make sufficient progress in their learning. When this is the case, students' concentration lapses. In addition, they stop focusing on their learning when teachers fail to apply the academy's behaviour policy (the consequences system) swiftly.
- The support students receive from additional adults in their lessons varies greatly in its effectiveness. In some classes, teachers and teaching assistants work together seamlessly to ensure that all students get personalised support and challenge. However, not all teachers are planning effectively for teaching assistants to participate or support students' learning.
- Students' literacy skills are not supported and developed consistently well in all subjects across the curriculum. The good practice seen in English and business studies has not yet been spread out to all subjects. For example, some students spell key words incorrectly and these have not been corrected by their teachers. In mathematics, key words are not routinely provided or emphasised.
- Some students get an excellent boost to their reading from the Years 7 and 8 reading intervention programmes. These students are beginning to read more widely and more often which is having a positive impact on their learning in different subjects. However, teachers across the full range of subjects do not always give students enough opportunity to read or to explain their answers to the rest of the class and so there are limited opportunities for them to develop these skills.
- Where students are making the best progress, skilful questioning from teachers helps to extend their learning. In these lessons, teachers respond flexibly to the emerging questions from students and help them to investigate and truly understand the topic.
- The teaching of mathematics has recently started to improve following the appointment of a new subject leader and other permanent mathematics teachers, along with support that is being provided from the academy trust. Gaps in older students' knowledge and skills are starting to be identified and addressed but not enough students in the current Year 11, for example, are likely to make the progress required for them to make up for lost ground of previous years.
- In science, a new subject leader has recently been appointed, the science curriculum has been changed to provide a wider range of options for students and the quality of teaching has started to improve. However, there is still staffing instability in the science department and too much variability in the quality of

teaching.

- In a number of lessons seen during the inspection, students made very good progress. For example, in English, drama and physical education, teachers had planned learning activities that were well matched to students' interests and abilities. Students were clear about what they were learning and what they needed to do to improve due to clear and accurate instructions and feedback from their teachers. Students also displayed high levels of involvement and enjoyment in their learning.

The achievement of pupils

is inadequate

- In 2014, by the end of Year 11, from their different starting points the standards reached by students were significantly below average. Too few students made the progress expected of them in a range of subjects, including in mathematics and science. The academy's own data, along with the inspectors' observations of students' learning and an extensive scrutiny of students' work, confirm that their current attainment, relative to their starting points, is too low. While the overall progress of students across Years 7 to 13 is improving, due to better teaching, it is not fast enough to enable them to make up for lost ground, particularly in mathematics and science.
- Over time, insufficient attention has been given to the increasing numbers of students with weak literacy and numeracy skills. Students whose basic literacy skills are weak when they join the academy have found it difficult to express their ideas with clarity, either orally or in writing. This has made it hard for them to respond to more demanding subject matter in Years 10 and 11. Senior leaders have recognised this as a serious problem and intensive support for the weakest students in Years 7 and 8 is beginning to have a positive impact upon these students' literacy skills. Less progress has been made in respect of addressing students' weak numeracy skills.
- Students from minority ethnic backgrounds and those for whom English is a second language make similar progress to others in the academy because they are exposed to the same inconsistencies in the quality of teaching. Students who arrive at the academy with little or no English receive intensive, one-to-one support to enable them to communicate in English.
- There is some very effective support for students who have disabilities and for those with special educational needs, but the quality of this support is too variable. Not all teachers and teaching assistants use the information they have about these students to help them make sufficient progress. Because of these inconsistencies, these students also make inadequate progress.
- The progress of the most able students has started to increase in a small number of subjects, including English, history and art, where they are suitably challenged. This is not the case in some other subjects, such as mathematics and science, where they are still insufficiently challenged.
- In 2014, the attainment of disadvantaged students supported by the pupil premium in their GCSE examinations was almost two grades behind those of non-disadvantaged students in English and in mathematics in the academy and about two grades nationally. Academy data indicates that these gaps are narrowing and, in the current Year 11, they are closer to one grade behind in English and one and a half grades in mathematics when compared with other students in the academy. The internal attainment gaps are starting to narrow because leaders have begun to use pupil premium funds more effectively to support the progress of disadvantaged students.
- More students currently in the academy are now making at least the progress expected of them in English. They also do well in business studies, physical education, and the creative arts and in art. This is because there has been more stability in staffing, better leadership and teaching, and because teachers have higher expectations of what students can achieve in these subjects.

The sixth form provision

requires improvement

- Students have very positive views about the sixth form. Since July 2013, leaders and managers of the sixth form have improved their procedures for checking students' progress and checking the quality of teaching. There is strong support to keep students on track and students appreciate the support they receive and value the good relationships they have with staff. However, results are below average across too many subjects and too many students fail to achieve grades that reflect their capability.
- Sixth form students make a good contribution to the life of the academy. Students act as positive role models and support younger students with learning. They exhibit positive and mature attitudes and show great respect towards one another, to other students and to adults.
- The majority of students successfully complete the courses they start in the sixth form. Students achieve

well in sports studies and in art and the results for AS, A2 and BTEC examinations showed some improvement in 2014. However, results in many subjects are below average because most students begin the sixth form with low GCSE grades and only make expected progress during their time in the sixth form. In addition, too many do not have a grade C in GCSE English and mathematics.

- Teaching in the sixth form is typical of teaching elsewhere in the academy and is also improving strongly. Teaching requires improvement because it is too variable across different subjects. Marking and feedback increasingly enables students to know what they have to do in order to improve their work and challenges them effectively, but there are inconsistencies in the quality of marking and feedback from different teachers. When they are given advice about how to improve their learning, students are conscientious; they respond well and improve their work. Accurate assessment enables students to be suitably supported if they are falling behind with their work, and is increasingly being used to push those that are on track to do even better.
- There are too few disabled students and those with special educational needs to make valid statistical comparisons with others in the sixth form. This also applies to disadvantaged students. Nevertheless, inspection evidence indicates that their progress is similar to that of other students.
- Leaders, having carefully reviewed the curriculum, the decreasing numbers staying on in the sixth form, and the funding for the sixth form provision, have taken the difficult decision to close the sixth form and formal consultation has taken place. The intention is that no more students will be enrolled into the sixth form from September 2016, but those who are already there will be supported in completing their education at Swallow Hill.
- Leaders are committed to ensuring that students are appropriately placed when they leave Swallow Hill at the end of Year 11 and continue to be ambitious for their students. With that in mind, they have improved the ongoing advice and guidance given to students. Students are well informed, they know what is happening with regard to the intended closure and they are complimentary about the level of support they receive.
- Students say they feel safe at the academy and they are extremely positive about the many improvements that they say have been brought about under the leadership of the current Principal.

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	139054
Local authority	Leeds
Inspection number	449831

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	887
Of which, number on roll in sixth form	48
Appropriate authority	The governing body
Chair	Janet Gregson
Headteacher	Saira Luffman
Date of previous school inspection	Not previously inspected as an academy
Telephone number	0113 263 0110
Fax number	0113 263 5371
Email address	contactus@swallowhillcommunitycollege.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

