

Ormiston Shelfield Community Academy

Broad Way, Pelsall, Walsall, WS4 1BW

Inspection dates 19–20 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The principal and senior vice-principal provide visionary, strong and effective leadership which has transformed the academy since its previous full inspection.
- The Interim Executive Board (governing body) and sponsor have succeeded in developing, recruiting and retaining skilled leaders and good teachers. Leaders and staff demonstrate good capacity for sustained improvement.
- Standards are rising well and are now in line with the national average by the end of Key Stage 4. There is mainly good learning and a reducing amount that requires improvement. Most students of all abilities across the academy achieve well.
- The staff team and leaders at all levels pull together to uphold the academy's high expectations. Leaders, teachers, guidance managers and support staff are improving students' achievement and personal development.
- Disadvantaged students are achieving well and the gaps between their attainment and progress compared with other students are closing.
- Students are well behaved, punctual and attentive in lessons. They show courtesy and respect for other students and staff, persevere with their learning and feel safe. There is a positive and supportive climate for learning throughout the academy.
- There is good provision in the sixth form. Students achieve well and receive good teaching, support and guidance. An increasing proportion of students continue their studies in Year 12 and Year 13 and go on to university or college. The sixth form is well led and managed.
- The curriculum is broad, balanced and enriched with a wide range of creative and academic programmes. These interest, motivate and energise students, offering opportunities to achieve sporting excellence or succeed in the creative or performing arts.
- Students are taught British values of respect and tolerance of all faiths, religions, customs and cultures effectively.
- The pastoral care provided for the most vulnerable students, including those with disabilities or special educational needs, is very effective.

It is not yet an outstanding school because

- The academy does not always provide the most effective programmes, specialised teaching or interventions for a small number of students who have very low skill levels in literacy and numeracy.
- In some lessons, where students' learning requires improvement, teachers and support staff do not always check for gaps in students' knowledge and understanding.

Information about this inspection

- Inspectors observed teaching and learning in a range of lessons. A number of these were observed jointly with members of the academy's senior leadership team. Some intervention and support groups for disabled students and those who have special educational needs were also observed by inspectors.
- In addition to lesson observations, inspectors reviewed students' work, met with groups of students to discuss their work and views about the academy. Inspectors observed students' behaviour in lessons and at break times during each of the two days of the inspection.
- Meetings were held with the senior and middle leadership teams; the Chair of the Interim Executive Board (IEB); the Chair (designate) of the recently formed Local Governing Board which will replace the IEB in June 2015; and staff responsible for managing subjects and curriculum departments. An inspector held a telephone conversation with one of the Directors of Ormiston Academies Trust (OAT).
- Inspectors considered the responses to the most recent academy survey of parents' views. There were not enough responses to the online Ofsted questionnaire, Parent View, for inspectors to analyse the results. Questionnaire responses from 95 members of staff were also examined.
- Inspectors looked at a range of documentation, including: the academy's improvement and departmental action plans; information about students' achievement, progress and performance; IEB and Progress Board minutes; and information related to teaching, behaviour, attendance and safeguarding.
- The academy has previously received three monitoring inspections since its full inspection in January 2014, all of which judged that leaders, staff and governors were making reasonable progress towards the removal from special measures.

Inspection team

Charalambos Loizou, Lead inspector

Her Majesty's Inspector

Stuart Bellworthy

Her Majesty's Inspector

John Leigh

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the academy no longer requires special measures.

Information about this school

- Ormiston Sheffield Community Academy is larger than most secondary schools and it has a sixth form.
- The academy is sponsored by the Ormiston Academies Trust (OAT).
- Most students are from White British backgrounds.
- The proportion of disadvantaged students eligible for support through the pupil premium (additional government funding to support students known to be eligible for free school meals or who are looked after by the local authority) is well above average.
- The proportion of disabled students and those with special educational needs is higher than average.
- The academy meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Key Stage 4.
- Since the academy's last full inspection in January 2014, OAT established an IEB to govern and oversee the academy's progress and performance. Since the last monitoring inspection in February 2015, the IEB appointed a full governing body which will take over in June 2015.
- There have been significant staff changes since the academy's full inspection in January 2014 and during subsequent monitoring inspections.
- The academy has some well-established partnerships and collaborations with other academies and schools which offer opportunities for staff to see and share good practice.

What does the school need to do to improve further?

- Make sure that teachers and support staff in all lessons use assessment information and check on students' previous work to identify gaps in students' skills, knowledge and understanding to:
 - help them understand better the next steps in their learning
 - build on more secure foundations from what they have learned before
 - make sure that learning does not stall because of any previous misunderstandings.
- Build on the work already being done to accelerate further the achievement of students joining the academy with very low basic skills and abilities in reading, writing and mathematics, by:
 - adapting tasks and activities in lessons that provide more opportunities for students to practise and apply their reading, writing and mathematics skills
 - making sure that students read more widely and often for pleasure to broaden their language and vocabulary
 - providing programmes and more appropriate intervention work to support students' basic literacy and numeracy skills in Years 7 to 9 that prepare them better for their studies in Key Stage 4
 - extending parental engagement so that parents can support their children's learning at home.

Inspection judgements

The leadership and management are good

- Since the last full inspection in January 2014, the principal, senior vice-principal and leadership teams have been brave, determined and successful in raising achievement and improving teaching. Senior and middle leadership teams now consist of skilful and effective practitioners who have a common vision for sustained improvement.
- The sponsor, Ormiston Academies Trust (OAT), its Progress and Interim Executive Boards and leaders at all levels are securing significant improvements to students' achievement and teachers' performance. There is now strong leadership, effective governance and robust oversight of the academy's performance, demonstrating good capacity for sustained improvement in all departments.
- Curriculum and departmental leaders are building on the strengths they already have and are working to eliminate weaknesses that still exist. Senior and middle leaders use the academy's systems for monitoring the quality of teaching and learning effectively to drive improvement. Lesson observations of individual teachers undertaken by leaders are robust. They use these to gather information about the progress being made by students and regularly undertake a close scrutiny of students' work. Departmental reviews are thorough and actions to improve the quality of teaching focus very closely on the strengths and weaknesses of individual teachers.
- Professional development and training for staff are very well organised and priorities are identified following robust monitoring of teaching and learning. Good use is made of links with other academies and schools so that staff can see and share best practice.
- Having eliminated inadequate teaching, leaders have increased the amount that is consistently good or better. Nonetheless, there remain some teaching and learning that require improvement across departments. The training and support provided for teachers build on the outcome of leaders' lesson visits. Improvement points and actions are provided for teachers, but some teachers and support staff are not identifying misunderstandings or gaps in students' previous knowledge and understanding to move learning on more securely enough to the next stage or higher levels.
- The academy is being increasingly successful in providing courses that help students in Key Stage 4 and Key Stage 5 to attain good examination results. Students are no longer entered early for examinations and this has helped to raise standards as students aspire towards achieving their best performance and higher grades. The academy is well prepared for the new curriculum and assessment procedures.
- The additional catch-up funding is being used reasonably well to help younger students in Year 7 to catch up through special reading, writing and mathematics programmes. However, some students with very low skills and abilities in basic literacy and mathematics, and particularly in Key Stage 3, are not making as much progress as they should, as they require more effective teaching or alternative courses and programmes to help them catch up.
- The achievement of disadvantaged students and the use made of pupil premium funding is scrutinised very well. Leaders and governors recognise the trajectory of improvement and that the achievement gap with that of other students across the academy and sixth form, as well as with students nationally is closing quickly.
- Students take a keen interest and participate in extracurricular activities. They have very good opportunities to achieve well in sport, as well as the performing, creative and fine arts. The academy's sports centre is of high quality and is successful in enabling students to achieve well in physical education studies at GCSE, as well as sporting excellence. This is reflected in some notable achievements at national levels of excellence in football and athletics. Additional activities, study sessions and a wide range of other activities after lessons are well attended.
- The principal and leaders have created a calm and inclusive academy community. Behaviour and attendance have improved and exclusion is used sparingly. The academy's children services team is managed very well and its guidance managers support the welfare and well-being of students effectively, particularly those whose circumstances make them vulnerable.
- Students who undertake part of their education off-site as part of vocational courses or work experience programmes are well supervised and their progress is closely monitored by leaders and staff. The academy offers a good balance of academic and vocational programmes, resulting in the vast majority of Key Stage 4 and sixth form students going on to employment, training, and higher or further education.
- Last year's records show that all students who left the academy's sixth form went into employment, training or higher and further education. The sixth form has improved since the last full inspection and is well led and managed. Significantly more students than previously are gaining success in their A-levels and are well focused on the next steps they want to take. Students make a positive contribution to the

academy. Nearly half of the students gaining university places are the first generation in their families to do so.

- There are good safeguarding procedures in place and the staff are well informed about child protection procedures. The pastoral leaders and staff from the academy's children services have formed positive relationships with students and understand how to meet their welfare needs to keep them safe. The staff know what procedures to adopt if they have concerns about students' safety. Punctuality and attendance data are scrutinised by the senior vice-principal to identify patterns of absence. These inform actions that need to be taken by his team of guidance managers to help them take effective action to challenge non-attendance.

■ The governance of the school:

- Governance has improved and is now strong and effective. The Interim Executive Board (IEB), appointed by the sponsor, has restructured and is transitioning to a full governing board. The incumbent Chair of the new Local Governing Board will temporarily retain the services of the current Chair of the IEB to continue to hold leaders and staff to account for students' achievement and staff performance. The sponsor has been effective in using its Progress Board which reports to the IEB and sponsor, and undertakes regular scrutiny of the academy's progress. The Progress Board has been very effective and maintains excellent records and minutes of meetings that are regular and robust.
- The performance of staff is linked clearly to pay progression and management responsibilities. Governors through the Progress Board receive regular updates, reviews and data about students' progress and teachers' performance. Members of the board have a very good understanding of accurate student performance data presented to them by senior and departmental leaders. The Progress Board and IEB have continually, and rightly, challenged underperformance and this has resulted in key decisions about staffing, recruitment and retention that have been effective in raising standards and improving teaching. There is now scope to monitor more sharply the use being made of intervention programmes and the quality of teaching for the small number of students who join the academy with very low levels of literacy and mathematics.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. This has been maintained through previous monitoring inspections. In nearly all of the lessons observed, inspectors found students to be attentive and well behaved. Students are keen to learn and do their best. They cooperate well when working in groups or with a partner, and are willing to tackle problems, demonstrating resilience and perseverance.
- Students behave well and safely outside of lessons. They are trusted to take on responsibilities, such as prefects, librarians, sports coaches or when becoming 'team heroes' after completing a specialised training programme provided by a company commissioned by the academy to promote and improve students' personal development and self-confidence. Academy councillors and sixth form students are excellent role models and make a significant contribution to their academy's community as well as the local and wider community through fund-raising, special events and visits to local primary schools.
- Pastoral staff and leaders with responsibility for managing students' behaviour and for supporting their well-being, as well as teachers and supervisory staff, keep diligent records and logs of incidents of poor behaviour, racism or bullying. These incidents are very rare and records show a significant reduction in cases.
- The academy is successful in promoting a strong emphasis on tolerance and equality, which prepares students well for life in a modern democratic Britain. There are opportunities for students to learn about other faiths, customs and traditions through religious education, the arts, music, themed topics, projects and educational visits. The academy promotes students' spiritual, moral, social and cultural development very well.
- Students have good manners, are polite and generally show respect for others' feelings. They are helpful and courteous to adults and visitors, and are helpful and respectful to students with physical disabilities. 'We respect others, even if they hold different views, have particular needs to help them or live differently to ourselves,' stated one very mature and responsible Key Stage 4 student.
- In a few lessons observed, students strayed off task because the teaching was not challenging them enough. In these lessons, students were not expected to produce enough work when working independently and expectations were not high enough.
- Leaders monitor and keep robust records to identify patterns of absence. Staff have worked well with

parents to encourage students to attend regularly and to come to the academy on time. As a result, attendance is improving and is in line with the national average. Staff and leaders adopt effective measures by working with families to reduce persistent absence rates, which are primarily caused by families who choose to take family holidays during school term-time without the authorisation of the academy.

Safety

- The academy's work to keep students safe and secure is good. Leaders and guidance managers act upon any incidents of bullying. Leaders analyse incidents to see if there are any patterns or trends that need further action, or whether any particular group of students is more at risk than others. Many students have commented on how the academy's staff and leaders have helped them to deal with those times when they feel most vulnerable. As one student clearly stated, 'This is a great school, the staff have turned my life around.'
- Students have a good understanding of how to keep themselves safe when using mobile devices or phones to log on to messaging sites and the Internet. During this inspection and previous monitoring inspections, students were able to explain the precautions they need to take when using online messaging sites. Students say that bullying is rare. They confirmed that the few incidents, like name-calling, teasing or unpleasant remarks, are dealt with very well by leaders, teachers and support staff.
- Students have a good understanding of the different types of bullying, including cyber-bullying, racism and homophobic harassment or intimidation. Students state that the academy's tutorial groups, assemblies and the personal, social and health education programmes help them to manage risks and deal with these different forms of intimidation or bullying if they occur. Students say that they are reassured by the levels of supervision at break times and through the academy's 'Pupil Voice' (a forum for students to express their views) they can contribute to helping others feel safe and secure.

The quality of teaching

is good

- Leaders have been successful in establishing clarity across the academy about what constitutes good student progress. The aspirational and robust approach to the scrutiny of teaching and learning has left no one in any doubt about leaders' and governors' intolerance of underachievement. This clarity of purpose and ambitious approach has raised expectations, reduced ineffective classroom practice and is helping teachers to plan more effective lessons on a day-to-day basis and over time.
- Most of the learning observed in lessons by inspectors, records of leaders' lesson observations and students' work in books show that an increasing number of students are making better progress than previously. Most teachers are now clearly focused on the needs of different groups and teachers' planning usually takes sufficient account of students' previous learning. As a result, most students, including disadvantaged students and those with special educational needs, are making good progress.
- Teaching overall in English, mathematics and science is good and is improving still further. Teachers usually analyse students' misconceptions. They use assessments of students' progress to plan work that builds on previous learning and this is evident in lessons and in students' books. Teachers' marking in students' books shows increasing consistency within and across departments as teachers provide some clear pointers for improvement and offer guidance to students about the next steps.
- Although most of the learning observed in lessons by inspectors was good, there remain a small number of lessons where students struggle to reach higher levels. Teachers in these lessons are not identifying or assessing any misunderstandings or gaps in knowledge. The most effective practice uses assessment data and information about students' progress and performance, as well as their work in books when marking to build on previous learning. This is not yet common practice amongst a minority of teachers.
- Catch-up programmes and intervention work, including that provided for students who have special educational needs, are well devised and effective and are helping most students to catch up on previously lost ground. The teaching is also helping disadvantaged students to achieve well, so that the gap is closing with other students, both in terms of the standards they reach in English, mathematics and science and the progress they make in relation to their starting points.
- Nonetheless, students who struggle with very basic reading, writing and mathematics, particularly in Key Stage 3, do not always get the right support and direction to help them make progress. Learning in such lessons requires improvement and is stalling because students are not always receiving enough consistent and focused teaching to overcome the barriers caused by students' low skill levels in literacy and basic numeracy. Teachers' planning in such lessons, particularly in the lower ability groups, does not always include enough specific activities or tasks to reinforce or improve students' basic competence in literacy or

numeracy.

- Teachers and support staff are improving the way they teach writing as students are able to write at length with increasing accuracy. The recent focus on the use of correct spoken English in lessons and an increase in discussion during lessons is helping students to share ideas and form sentences before writing. Nonetheless, there are still instances when students make unnecessary spelling errors and use limited vocabulary when writing independently. Students do not read often or widely enough, both in the academy and at home, to extend their use and knowledge of vocabulary.
- Tutorial times, assemblies and personal study times are used well to develop students' personal, social and learning skills. Teachers take the opportunity to ensure that students are well organised for the day ahead, or review their learning from the day, or discuss a relevant topic, such as the recent local or national elections.
- The English, mathematics and science departments have developed effective systems for building up students' skills and knowledge between Years 9 and 11 to prepare them for their GCSE examinations. This represents a significant improvement on previous practice and is reflected in much improved examination results and more ambitious targets and examination grades for which students can aim. These approaches are having a positive impact on most students' progress over time.

The achievement of pupils

is good

- Standards are rising securely and students' achievement is improving well, even though attainment in English and mathematics in 2014 was below average. Attainment is now in line with last year's national average by the end of Key Stage 4. This represents a significant improvement on previous years. The current moderated assessments in Year 7 through to Year 11 show that this improvement is being sustained.
- The large majority students in Years 9 to 11 make the progress expected of them nationally in English, mathematics and science. An increasing proportion is exceeding the expected rate of progress and current moderated assessments show that the proportion of students making this more rapid rate of progress compares favourably with last year's published national average.
- The proportion of students gaining five A*-C grades at GCSE, including English and mathematics, is much higher than the previous year and the assessments for both Year 10 and Year 11 represent a sustained and improving trend that has now been consolidated with the most current assessments. These assessments have been checked for consistency and accuracy as part of external moderation. The academy has a good track record of predicting the likely outcome of its examination results and this year's data represent a significant uplift in students' attainment.
- Students who were supported by the pupil premium were approximately half a GCSE grade behind their peers in both English and mathematics last year. The gaps in their attainment and rate of progress have narrowed in both subjects and this trend is continuing in the current assessments of students in Years 9 to 11. Assessments show that a similar gap existed between disadvantaged students and others nationally in last year's test results. This gap is also closing rapidly, as accurate predictions and targets show that grade profiles are improving for all groups currently in Years 10 and 11.
- The academy's leaders and governors evaluate the impact of the Year 7 catch-up funding rigorously and understand how much progress students are making. Assessments show that this year's figures for attainment and progress rates improved, as more students are reaching their chronological age in reading by the time they finish Year 7. Most of these students have been taken off special educational needs support and intervention as they can function in mainstream classes without this additional support. This represents good use of the catch-up funding.
- The current Year 8 and Year 9 students made much improved progress compared with previous years in English and mathematics. This is preparing the large majority of students in Year 9 for their GCSE options in Key Stage 4. However, students with very low levels of skills and abilities in basic literacy or numeracy do not all do as well as they should. A small number of students who struggle to read and write independently are not always given the enough support or intervention to help them improve their skills. The academy's leaders have identified this as a priority and intervention programmes and timetabling arrangements are being revised to address this.
- The most able students are achieving well and this is reflected in a higher proportion of them compared with previous years attaining three or more A* or A grades at GCSE. In addition, the proportion of most-able students making more than the expected rates of progress has increased in both Year 10 and Year 11 compared with previous years. This follows a pattern of sustained improvement over the last 16 months.
- Disabled students and those with special educational needs make good progress. The academy's

information indicates that the majority of Year 9 and Year 10 students with special educational needs made or exceeded expected progress in English and mathematics last year and a similar proportion is making the same progress in Year 11.

- Achievement in subjects other than English and mathematics, such as humanities, modern foreign languages, physical education and the creative and performing arts show improved student outcomes and progress compared with previous years. This reflects improved teaching and more consistent planning across departments.

The sixth form provision

is good

- Leadership and teaching are good in the sixth form. Leaders and staff use and analyse sixth form assessment information robustly. This informs the staff how well students have progressed from their starting points. The information is also used well to identify gaps between the achievement of disadvantaged students' progress and performance and that of other students. This year's assessments show that disadvantaged students matched or did better than other students. Like the rest of the academy, these achievement gaps are closing.
- Both A-level and AS results in 2014 and current assessments show significant and sustained improvement, as reported on previous monitoring inspections. Students' attainment is improving well as 47% of Year 13 students last year attained three or more A-levels, which was an improvement on the previous year. The outcomes that are likely to be achieved this year continue this rising trajectory as the expected target is 60% of students attaining three or more A-levels. All students who left last year attained qualifications, training or employment. Almost all Year 12 students passed the AS examinations for which they were entered.
- Retention rates in Year 13 are improving. The fall last year in Year 12 was mainly as a result of students undertaking vocational one-year courses. Sixth form leaders and staff are now providing a more balanced programme of academic and vocational courses, most of which are two-year programmes. Students report that this is much better and are pleased with the options on offer.
- Students have appropriate opportunities to re-take English and mathematics at GCSE if they do not already have a C grade or above, including those who opt for vocational qualifications. Again, students welcome this and have reported to inspectors that sixth form provision provides more opportunities for them to go on to university, college or training.
- The positive and supportive climate for learning and study in the sixth form helps students to settle quickly and persevere with their ambitions. Students take an active part in the academy, acting as prefects and role models to younger students. This gives them a good opportunity to develop leadership and mentoring skills. Students are pleased with their sixth form experience and have the opportunity to contribute to improving sixth form provision through the sixth form council.
- Thorough and good quality careers advice, information, guidance and support helps students to make informed choices about the next steps in their career options. All students that left last year are in education, employment or training. All students who applied to university have been accepted on condition of their grade outcomes, gaining their first choice and a number of others are planning to go on to scholarships (sport, for example), apprenticeships and training.

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	135769
Local authority	Walsall
Inspection number	464887

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	1,316
Of which, number on roll in sixth form	134
Appropriate authority	Interim Executive Board
Chair	Gwayne Webb
Headteacher	Paula Ward
Date of previous school inspection	22 January 2014
Telephone number	01922 685777
Fax number	-
Email address	postbox@scacademy.co.uk

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

