

St Wilfrid's CofE Aided Primary School Northenden

Patterdale Road, Northenden, Manchester, M22 4NR

Inspection dates 19–20 May 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		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The school's performance has declined since the previous inspection. Leaders and governors have failed to tackle weaknesses in the quality of teaching and pupils' behaviour. Standards in reading, writing and mathematics across the school have fallen and are too low. Pupils in all key stages now underachieve.
- The school's work to keep pupils safe and secure in Years 1 to 6 is inadequate. Some pupils are concerned about bullying and say they do not feel safe.
- Leaders have not identified the extent of the school's weaknesses. Their view of the school's performance is over-generous. Parents and some staff do not have confidence in leadership, including leaders' capacity to keep children safe.
- Systems to check pupils' progress, including the achievement of different groups of pupils, lack rigour and accuracy. Underachievement is not identified, or acted upon, quickly enough.
- Middle leadership roles are not fully established and hinder the school's ability to improve quickly.
- The leadership of teaching is weak. Checks made on the quality of teaching fail to bring about enough improvement. Significant and on-going changes in staffing work against efforts to improve.
- Provision in the early years is inadequate. Activities lack clear learning purpose. Children make too little progress, particularly in reading.
- Teachers' low expectations, frequent staffing changes and weak teaching over time, including in literacy and numeracy, hamper pupils' progress.
- Work is not matched well enough to pupils' varying needs and abilities: it lacks challenge. Pupils do not receive effective support when needed. Marking is variable; hence pupils do not know how to improve.
- Pupils' behaviour is inadequate. Pupils do not always concentrate, listen to their teachers or complete their work productively. The school policy for managing pupils' behaviour is not clearly understood or adhered to by staff. Not all pupils are clear about the expectations of good behaviour.

The school has the following strengths

- Good teaching in Year 2 is helping to raise pupils' low attainment.
- Pupils are usually polite, friendly and confident.
- Leaders have improved attendance, which is now average.

Information about this inspection

- Inspectors visited lessons across the school, sometimes accompanied by the headteacher and deputy headteacher. Inspectors and senior leaders looked at pupils' books and assessed their progress over time.
- Inspectors talked to pupils about their work and listened to some pupils, from Key Stages 1 and 2, reading.
- The inspection team observed pupils arriving and leaving at the start and end of the school day. They also observed pupils around school at break and lunchtimes.
- Inspectors held meetings with the headteacher, senior and middle leaders and eight members of the governing body. A meeting was held with a representative from the local authority.
- Inspectors considered the 58 responses to the online survey, Parent View, as well as having conversations with a significant number of parents. The 24 completed staff questionnaires were also taken into account.
- Inspectors looked at the school's work and a range of documents. These included the school's view of its effectiveness, school improvement planning, records of pupils' achievement, behaviour, attendance and systems for safeguarding pupils.

Inspection team

Marie Cordey, Lead inspector	Additional Inspector
Keith Bardon	Additional Inspector
Maureen Hints	Additional Inspector

Full report

In accordance with the Education Act 2005, 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

- St Wilfrid's is larger than the average-sized primary school.
- Children in the Nursery classes attend part-time in morning or afternoon sessions. Children in the Reception classes attend full-time.
- The large majority of pupils are of White British heritage. A small minority of pupils are from minority ethnic groups. Few pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported through the pupil premium funding varies from year-to-year but is broadly in line with the national average. This funding supports pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below 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.
- There has been a considerable turnover of staff in recent years and some significant employee absence. Currently, there are some classes taught by temporary staff and a number who are leaving.

What does the school need to do to improve further?

- Take urgent steps to improve the quality of teaching in all key stages so that it is at least good, in order to raise standards in reading, writing and mathematics, so that pupils can make good or better progress, by:
 - raising expectations of what pupils can achieve, including the disadvantaged, the most able, disabled pupils and those with special educational needs
 - making sure that all staff have a clear understanding of what pupils already know and of their learning targets and that they use this information to set challenging work and provide support that is closely matched to the pupils' varying needs and abilities
 - improving the quality of marking so that pupils know how and where to improve their work and learn from their mistakes
 - ensuring that all staff use the information from assessing pupils' work to influence the planning of pupils' future learning
 - developing the roles of teaching assistants so that they know precisely what is expected from them in order to effectively support pupils' progress in lessons
 - providing more opportunities for pupils to use, apply and extend their reading, writing and numeracy skills across the subjects of the curriculum
 - ensuring pupils are taught the range of knowledge and skills in the newly-planned curriculum
 - making sure that children in the early years are provided with a clear purpose for learning in the activities they undertake and that activities are challenging and maintain their attention, particularly in reading.
- Urgently improve pupils' safety, behaviour, and attitudes to learning so that they are all at least consistently good, by:
 - strengthening pupils' understanding of how to deal with bullying, including ensuring all pupils know who to turn to if they are concerned, so that they feel safe
 - making sure that incidents of bullying are dealt with and recorded effectively
 - ensuring that parents have confidence in the school's arrangements for keeping their children safe, particularly at the start and end of the school day
 - ensuring that all staff have a clear understanding of the school's behaviour policy and develop the skills to manage pupils' behaviour effectively

- ensuring that all pupils have a clear understanding of the expectations of their good behaviour and that they strive to achieve these
 - encouraging all pupils to take care over the completion and presentation of their work.
- Quickly and sustainably improve the effectiveness of leadership and management at all levels, including governance, by:
- significantly strengthening the leaders' and governors' partnership with parents so that they have confidence in the school and so that their concerns, including those relating to their children's safety, are fully addressed
 - taking steps to carefully plan and manage the many and continual changes of staff, including temporary staff, in order to minimise the negative impact of these changes on the quality of teaching, pupils' achievement and their behaviour and safety
 - establishing rigorous and accurate systems to regularly check on pupils' progress, including any variances in the achievement of different groups of pupils, so that underachievement is swiftly identified and acted upon and pupils catch up quickly
 - improving arrangements to check on the quality of teaching so that they are regular and robust, and using these findings to improve teaching quickly
 - strengthening the school's ability to improve at a good rate by addressing weaknesses in middle leadership and developing leaders' roles particularly in checking that pupils are gaining the knowledge and skills that they need to improve their work
 - making sure that leaders, including governors, check that the use of the pupil premium is effective and that gaps in the achievement of pupils across the school and with other pupils nationally, are closed quickly.

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 may be improved.

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

Inspection judgements

The leadership and management are inadequate

- Leaders, including governors, have failed to address adequately or rigorously the issues raised by the previous inspection in order to improve the school. Systems to improve the quality of teaching, to check on pupils' achievement, and to ensure their behaviour and safety are at least adequate, are ineffective. As a result the school's effectiveness has significantly declined. Teaching is too variable and is now inadequate. Pupils in all key stages underachieve.
- The school's work to keep pupils safe and secure is inadequate. Pupils' behaviour is inadequate. While senior leaders acted quickly on some safeguarding concerns raised by inspectors during the inspection, so that arrangements now meet statutory requirements, they have yet to ensure that pupils feel secure or that parents are reassured about their safety. Leaders do not ensure that all staff are clear as to the arrangements for managing pupils' behaviour, or that pupils are clear as to the staff's expectations of good behaviour. Not all staff follow the school's behaviour policy.
- Leaders and managers have an inaccurate and over-generous view of the school's performance. While they are aware of the school's weaknesses, their actions have not improved the school's performance and they do not demonstrate the ability to improve the school quickly enough. Some staff and parents lack confidence in the school's leadership and management. Many parents who responded to the online questionnaire feel that their concerns are not addressed.
- Over time, leaders have not ensured that rigorous systems are in place to check pupils' progress. Pupils' underachievement either goes unnoticed, is not identified quickly enough nor successfully acted upon. The school's promotion of equal opportunities is inadequate because too many pupils in different groups and different year groups, including disabled pupils, those with special educational needs, the disadvantaged and the most able, fail to make enough progress.
- The leadership of teaching is weak. Arrangements to check on the quality of teaching have not resulted in the necessary improvements. Leaders are aware of weaknesses in teaching. Some staff have benefited from updating their skills through tailored training. However, the rapid turnover of teachers has also hindered efforts to improve teaching and continues to do so. Checks on the quality of teaching are still not regular or robust enough to improve teaching quickly.
- Leaders have taken steps to strengthen the arrangements for managing teachers' performance so that they are held to account for the progress their pupils make. However, the impact of these arrangements is hampered because the school's information about how well pupils are achieving is not always accurate.
- The school should not appoint newly qualified teachers.
- The effectiveness of middle leadership, including that of subject leaders, varies but overall is weak, and this hampers the rate at which the school can improve. In some curriculum subjects, there are no appointed leaders. The headteacher is temporarily leading the provision in English. Leadership in mathematics has ensured that a new curriculum and scheme of work is in place and this is now clearly benefiting some pupils. However, its use is not checked regularly or effectively enough to make sure that all pupils are gaining the knowledge and skills that they need to improve their work.
- Additional funding to support the learning of disadvantaged pupils is ineffective. While some pupils are doing better than their peers in the school, others underachieve. Leaders have not ensured that the gaps in the attainment between disadvantaged pupils in the school and other pupils nationally, are closing.
- The range of curriculum subjects on offer is broad and provides opportunities to promote pupils' spiritual, moral, social and cultural development. This is echoed by a number of positive comments from parents. Pupils are polite and welcoming. They are taught to value and respect themselves and others. Through assemblies and lessons, the school ensures pupils understand about discrimination and how establishing good relationships with others is part of being a positive member of the community. This ensures that they are prepared adequately for life in modern Britain. Nevertheless, as leaders recognise, the curriculum does not provide sufficient opportunities for pupils to develop their basic skills in reading, writing and mathematics.
- The primary school physical education and sports funding is used appropriately to provide specialist training to improve pupils' physical education skills and their awareness of healthy lifestyles. In particular, pupils enjoy the many sporting activities at lunchtimes and after school.
- The local authority, in partnership with the school, accurately identifies the school's weaknesses and is working with the school to improve its effectiveness. Nevertheless, this work has not yet had the desired effect of improving the school's performance.
- **The governance of the school:**
 - Governance is ineffective. Over time, governors have not held senior leaders to account with enough

rigour regarding pupils' achievement, the quality of teaching, pupils' behaviour and safety or to prevent the school's decline in performance. Although they have taken part in training, including in reviewing data about how the school performs in comparison to others, governors are not fully aware of exactly how much progress pupils should make. As a result, the full extent of the school's inadequacies has not been understood. Until recently governors were unaware of weaknesses in pupils' behaviour and the school's arrangements for keeping pupils safe.

- Although governors now recognise the school's weaknesses, share in the determination of senior leaders to address them and are, as a result, providing more challenge to leaders, it is too early to see any significant impact on the school's performance.
- Governors understand how pay and progression are linked to staff performance and have used it to eradicate some inadequate teaching and to support improvements for others. The rapid turnover of teachers in some classes has not been managed effectively enough to ensure that pupils make consistently good progress.
- Governors conscientiously and successfully promote pupils' spiritual development through reflective assemblies and a curriculum that promotes respect and value for people of different faiths and backgrounds. However, they have been less successful in building effective partnerships with parents.
- Governors manage the school finances adequately. They are familiar with how the pupil premium is spent but have not checked that it is used effectively to ensure that disadvantaged pupils achieve well.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of pupils is inadequate. In some lessons, inspectors found that pupils do not always concentrate, listen carefully to their teachers or get on with their work productively. Pupils say that their learning is not helped when other pupils 'are naughty'. Some pupils behave well, however; typically this is when their work is more interesting, is clearly explained and well matched to their abilities and needs.
- Teachers' low expectations of pupils in some year groups result in rushed and careless presentation of work, particularly in subjects such as history and geography. Some pupils' books in other year groups, however, are very well presented and reflect pupils' pride in their work and what they have accomplished.
- The school's system for managing pupils' behaviour is not adhered to by some staff. While some school rules are enforced, expectations of good behaviour are not clearly understood by all pupils.
- Parents of pupils who spoke to inspectors, those who completed the online questionnaire, and staff comments, indicate that they do not believe behaviour overall is managed well by senior leaders.
- Pupils enjoy talking to adults and each other. Pupils are proud to take on positions of responsibility, such as head boy and girl, and to express the views of pupils through 'Pupil Voice'. Senior leaders listen to their views. Many older pupils take care to look after younger pupils.
- Pupils generally take care of their surroundings. Most pupils are smart in their uniforms. They show their maturity and responsibility by picking up litter and returning their dinner trays to the kitchen.
- Senior leaders have acted effectively to improve attendance, which is now average.

Safety

- The school's work to keep pupils safe and secure is inadequate.
- Parents' responses to the online questionnaire indicate that some parents also do not agree that their children are kept safe. Some parents also expressed concerns verbally to inspectors about the effectiveness of the school's procedures and staffing arrangements for keeping their children safe when they arrive at school and when they are returned to them at the end of the day. Parents have raised their concerns with school leaders but are not satisfied with their responses. However, inspectors did observe staff on duty at the gates on both days of the inspection.
- School records show that incidents of bullying are rare; however, pupils say that they do not always feel safe. Although pupils are taught about the impact of bullying, some expressed concern about it to inspectors, including about racist name-calling. Although most pupils know who to turn to if they are troubled, some pupils do not.
- Pupils learn about how to keep themselves safe on the internet and know who to tell if they need to report any incidents of cyber-bullying.

The quality of teaching is inadequate

- As a result of inadequate teaching over time, pupils in all key stages underachieve in reading, writing and mathematics. Low expectations, frequent staffing changes and weak teaching over time have led to a decline in standards both at the end of Years 2 and 6.
- The quality of teaching across the school, including in 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.
- Parents and pupils express concerns and dismay about the negative impact of the many changes in teaching staff and temporary staffing arrangements. Pupils acknowledge that 'just when you about to learn something you are interested in, the teacher changes'. Not all staff have a firm and clear understanding of what pupils already know and can do to ensure learning activities builds effectively on this. Similarly, staff lack the knowledge about pupils' set learning targets. Over time, this has significantly hampered pupils' achievement and continues to do so.
- Expectations of what pupils can achieve are too low and work often lacks challenge. Consequently, too much work is not matched to pupils' varying abilities and needs. Pupils are given work that is too easy, particularly the most able, and this prevents them from reaching the higher levels of attainment of which they are capable. Some pupils show a lack of interest in their work and fail to concentrate as a result.
- The quality of marking is too variable and reflects teachers' varying expectations of their pupils. Pupils' work is marked regularly; however, teachers do not use the information they gain from marking work to influence and plan future learning. Marking in pupils' books shows comments are overly congratulatory in relation to the quality of pupils' achievement. Too many opportunities to support and guide pupils in knowing how and where their work could be made better are overlooked. This limited advice means that pupils fail to understand their errors, or correct them in order to improve their work.
- The effectiveness of support from teaching assistants is highly variable. In some classes, teaching assistants share in the planning of learning. They know what is expected from them in order to effectively support pupils' progress; however, this is not always the case. The achievement of disabled pupils and those with special educational needs flounders because of a lack of effective support.
- The teaching of literacy is weak. The teaching of reading, including phonics, (the sounds that letters make) is ineffective. Reading activities provided are not at the correct level of difficulty and fail to take enough account of what pupils need to learn next. Pupils' achievement in writing is hindered because there are not enough opportunities to improve and extend their writing skills across a range of subjects.
- Pupils make slow progress in mathematics because their skills are not embedded early enough. Basic understanding of number bonds and calculating numbers, for instance, is weak. This limits pupils' opportunities to achieve at the higher levels in mathematics. Work evident in pupils' books shows that it is too easy, notably for the most able, to help them achieve the standards of which they are capable. Opportunities to develop and support numeracy skills in work in other curriculum subjects, such as science, are also overlooked.
- There is some improvement in teaching. This is reflected, for example, in the higher standards evident currently in Year 2 than previously. Some pupils in Key Stage 2 are starting to fill gaps in their learning and knowledge because of more effective teaching recently. Pupils rise to better levels of challenge and take pride in doing the best work that they can. Even so, the variability in teaching that remains in Key Stages 1 and 2 means that pupils are still unable to adequately make up for their previous underachievement over time.

The achievement of pupils is inadequate

- Since the previous inspection, pupils' achievement has declined and is now inadequate in all key stages. Standards in reading, writing and mathematics at the end of Year 6 have fallen; in 2014, they were below average. Although pupils made faster progress in Year 6 this was not enough to make up for previous under-achievement. This represents inadequate progress from pupils' previous broadly average starting points at the beginning of Year 1.
- Standards at the end of Year 2 have also declined in recent years. In 2014, standards were significantly below average in reading and mathematics and below average in writing. Pupils have failed to achieve as well as they should in Key Stage 1. Although pupils currently in Year 2 are now working at higher levels of attainment than previously, due to better teaching, standards in Year 1 remain too low. Current progress in Key Stage 2 is too variable to make up for pupils' significant underachievement over time. There is significant variation in the rate of pupils' progress between year groups. Progress is good in some year

groups, but too slow in others. Current work in pupils' books shows that standards, particularly in reading and writing, are still too low given pupils' starting points. In the current Year 6, the standards seen do not reflect the school's predictions for results in national tests and assessments, especially in writing and for the most able pupils.

- The most able pupils underachieve. In Year 6 in 2014, the proportion of pupils achieving the higher Level 5 was much lower than average and significantly so in reading and writing. This is also the case at the end of Year 2, where too few pupils achieve the higher Level 3. The school's work to improve the achievement of the most able pupils is beginning to raise standards. Nevertheless, work is often too easy for the most able; they are not routinely stretched to achieve their potential.
- The achievement of disadvantaged pupils varies widely between subjects and year groups, but overall it is inadequate. In Year 6 in 2014, the attainment of disadvantaged pupils was similar to that of the non-disadvantaged pupils in school in reading and writing and about one term ahead in mathematics. However, compared to the non-disadvantaged pupils nationally, their attainment was about one-and-a-half terms behind in reading and mathematics and over two terms behind in writing. The school does not have a clear view of the impact of pupil premium funding on the achievement of disadvantaged pupils. Gaps in the attainment between disadvantaged pupils and others across the school are not being closed effectively as a result of weak and inconsistent teaching over time. ,
- Over time, the achievement of disabled pupils and those with special educational needs has been too variable and is inadequate. This reflects work that is not set at the right level. Sometimes it is too difficult and at other times is not challenging enough. Additional support, when provided, is not always effective in supporting pupils' specific learning needs.
- The small minority of pupils from minority ethnic groups make similar inadequate progress to their peers, due to weak teaching. Work is not matched well enough to their different starting points and needs.
- Pupils' achievement in reading, although improving, is inadequate. Currently, in Year 1, pupils' skills in phonics are underdeveloped. Too few pupils are working at the expected standard. Older pupils engage with reading well on the whole and enjoy reading aloud. In writing, pupils' skills are weak. Some pupils cannot write in basic sentences in Year 1 or use spelling, punctuation and grammar well enough for their age. Across the school, pupils' spelling, punctuation and grammar skills are underdeveloped. In particular, they do not ensure they use and apply their knowledge in subjects other than English.

The early years provision

is inadequate

- When children start Nursery or Reception, nearly all children demonstrate the skills, knowledge and understanding that are similar to that typical for their age. In 2014, the proportion reaching a good level of development was lower than average, especially in reading, writing and number. Consequently, some children are not adequately prepared for learning in Year 1.
- Teaching varies in quality and, over time, is inadequate. Children are not given clear guidance about the purpose of the tasks they undertake and what they are expected to learn from them. They spend too long completing activities which, for some, lack challenge, such as colouring in. Work is not matched carefully to the children's varying needs and abilities.
- While children are encouraged to become interested in books, they are not taught to read well enough. The teaching of phonics is too variable. Some staff are knowledgeable and skilled in helping children to know letters and the sounds they make. They provide interesting activities that bring phonics sessions to life so that children enjoy learning. However, not all staff are as skilled and do not always communicate the precise sounds that letters make accurately. Children are sometimes unsure what to do and they do not always learn from the activities provided. Children's achievement in writing is also hampered because of poor phonic knowledge. There are too few opportunities for children to practise their skills both in activities indoors and outside.
- Children settle in quickly because they are welcomed and prepared for school life. Parents agree and acknowledge that their children enjoy coming to school. Children in the early years are well looked after because staff are caring and build positive relationships with children. They are appropriately supervised and staff ensure that they are kept safe.
- Children learn to share and take turns because staff model good behaviour. However, children do not always behave well. Some are restless and inattentive because activities lack purpose and challenge, and consequently they are unsure about what they should be doing.
- The overall impact of the leadership of early years over time is inadequate. It has not ensured that the quality of teaching is good enough so that children achieve well. The early years leader is, however, starting to bring about improvements in provision. More careful planning is starting to ensure activities

match more closely to children's varying needs and abilities. Leaders are aware of weaknesses in teaching and are taking steps to address it.

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	105549
Local authority	Manchester
Inspection number	461907

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Geoff Stevenson
Headteacher	Kate Constant
Date of previous school inspection	28 November 2011
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