

# Queen Elizabeth's Academy

Chesterfield Road South, Mansfield NG19 7AP

## Inspection dates

24–25 November 2015

## Overall effectiveness

## Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
16 to 19 study programmes	Require improvement
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- Senior leaders and subject leaders have been too slow in bringing about the necessary changes to the academy to improve the quality of teaching and the progress pupils make.
- Achievement is inadequate in many subjects, particularly in English and mathematics. Too few pupils make the progress expected of them in Key Stages 3 and 4 and too many fail to reach high enough standards at the end of Key Stage 4.
- The quality of teaching is inconsistent as the progress pupils make in a number of subjects is inadequate. Not all teachers consistently use assessment information to plan appropriate activities for pupils. Some activities do not challenge pupils enough.
- The gaps between the achievement of disadvantaged pupils and other pupils nationally remain wide and show little sign of closing quickly.
- Senior leaders have not tackled previous poor leadership in science quickly enough. Pupils' achievement in this subject remains too low.
- The sixth form requires improvement. The leader of sixth form does not work effectively enough with subject leaders in monitoring the quality of teaching in the sixth form.
- The support from the School Partnership Trust Academies is not focused sharply enough to ensure improvements are fully embedded.
- Leaders have not effectively used the extra government funding available to secure rapid enough progress in the numeracy skills of the least-able Year 7 pupils.
- Overall absence and the proportions of pupils who are regularly absent are above average.
- Governors do not engage effectively with the views of parents.

### The school has the following strengths

- The Principal has successfully led a shift in the academy's culture, with a clear focus on improving pupils' attitudes to learning.
- Pupils behave appropriately; they adopt positive attitudes to learning in the majority of lessons.
- The procedures for safeguarding pupils are effective. Pupils and staff appreciate the support they receive and pupils feel safe.
- In the sixth form, learners achieve well in work-related courses. Their achievement in academic courses is improving strongly.

## 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.

### What does the school need to do to improve further?

- Raise all pupils' achievement by improving the quality of teaching, learning and assessment through:
  - ensuring that all teachers consistently use assessment information to plan activities which fully meet the needs of all groups and all learners
  - raising teachers' and pupils' expectations with regard to pupils completing more difficult tasks to stretch and challenge their understanding and secure more rapid progress
  - ensuring that there is a consistent focus on improving pupils' communication skills.
- Eradicate the gaps between the performance and attendance of disadvantaged pupils and their peers by:
  - evaluating the use of pupil premium and ensuring that strategies that do not secure rapid progress are adapted swiftly
  - raising the achievement of disadvantaged pupils across all subjects and across all years so that they achieve at least the progress expected of them for their age
  - continuing to improve the attendance of disadvantaged pupils and further reducing the proportions of those disadvantaged pupils who are regularly absent.
- Further develop strategies to improve the attendance of all pupils across the academy and reduce the number of pupils who are regularly absent, so that attendance is at least in line with the national average.
- Further improve achievement in the sixth form by ensuring that the head of sixth form works closely with subject leaders to check the quality of teaching across all subjects, particularly the academic courses.
- Rapidly improve the quality of teaching and pupils' performance in science, particularly in Key Stage 3 and in the core and additional sciences at Key Stage 4.
- Strengthen the capacity for leadership and management at all levels to accelerate improvements in what the academy offers its pupils by:
  - ensuring that the skills of all subject leaders, including those who are new, in monitoring the quality of teaching, learning and assessment are secure
  - ensuring that all teachers mark books in line with the academy's assessment policy
  - ensuring that teachers' performance targets focus sharply on improving the achievement of all pupils
  - ensuring pupils are provided with opportunities to reflect on the diversity of British society to prepare them for life in modern Britain
  - ensuring that government funding to improve the numeracy of the least-able pupils in Year 7 is used effectively to secure rapid improvement of these pupils' skills
  - ensuring that the support from the School Partnership Trust Academies is timely and sustained to allow senior leaders' initiatives for improvement to become fully embedded
  - improving engagement with parents to ensure all leaders understand parents' views and involve them more in supporting their children's learning and increasing their progress.

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

## Inspection judgements

### Effectiveness of leadership and management

**is inadequate**

- Senior leaders have not responded quickly enough to the recommendations of the previous inspection to ensure that the necessary improvements to the quality of teaching and pupils' achievement have taken place. While senior leaders have made changes, these changes are too recent for there to have been a sustained impact and for the necessary improvement to have taken place. Consequently, pupils' achievement remains below national figures in both Key Stages 3 and 4 in a wide range of subjects, particularly in science.
- Senior leaders' oversight of the impact of the support provided for disadvantaged pupils through the pupil premium has, until recently, been ineffective and not sharp enough. As a consequence, leaders have not ensured that the support is having a positive impact on disadvantaged pupils' progress. A new senior leader has recently taken over the role of checking the progress of disadvantaged pupils, and there are now more precise systems for checking these pupils' progress. However, the current gaps in performance between pupils who are disadvantaged and the performance of pupils nationally who are not disadvantaged remain wide and show little sign of closing rapidly enough, particularly in English and mathematics.
- Senior leaders have been too slow to challenge previous poor leadership in science. As a consequence, they have not addressed the quality of teaching quickly enough to ensure that pupils make rapid progress in this subject. While the leadership in science has changed and strategies are in place to improve the quality of teaching in this subject, these changes have only occurred recently. As a result, there is currently significant underachievement by pupils in science, particularly in core and additional science at Key Stage 4.
- The support provided by the School Partnership Trust Academies since the last inspection has not been sharp or consistent enough. The trust has provided support, particularly to senior leaders and in English, mathematics and science. However, this support has not always been sustained for long enough to ensure that any improvements are fully embedded.
- Subject leaders are starting to develop their role in improving the quality of teaching. They are receiving training to secure their judgements in this respect. However, a significant number of these subject leaders are relatively new to their position of leadership in the academy. Consequently, their work to improve teaching, until now, has not been fully effective and the impact on raising pupils' achievement across all subjects has not been quick enough.
- Senior leaders have comprehensively reviewed the training that teachers receive. Staff now receive training that meets their individual needs, identified by subject leaders through their checking of the quality of teaching. However, not all teachers apply what they have learned from this training rigorously enough. As a consequence, the impact of this training on raising pupils' achievement has not been quick enough.
- Senior leaders have used government funding to support the least-able pupils in Year 7 to catch up on their literacy skills effectively. A majority of those pupils who received the support improved their reading ages by two or more years. However, support for the least-able pupils in developing their numeracy skills has not been as effective.
- The management of teachers' performance is not rigorous enough. Some teachers' performance targets relating to pupils' achievement are not focused on improving the progress of all pupils sufficiently. As a result, achievement for all pupils is not improving as rapidly as it could.
- The academy's curriculum is designed well and provides pupils with a broad and balanced range of subjects. Senior leaders have made effective changes to the curriculum in response to adjustments to the National Curriculum. However, many pupils do not achieve as highly as they should. These pupils, then, are not prepared well enough for the next stage of their education, training or employment.
- The academy enhances the curriculum with the provision of extra-curricular activities, including through the 'drop down days' (occasions when pupils consider issues relating to the wider world in which they live). These successfully provide pupils with opportunities to develop their personal, social and employability skills further.
- Pupils benefit from effective opportunities to reflect on most aspects of their spiritual, moral, social and cultural development through the 'Society, Self and Spirituality' programme, house assemblies and time spent in their tutor groups. Pupils do have a few opportunities to reflect on the multicultural nature of Britain. However, leaders recognise the need to do more to develop pupils' understanding of this issue further.

- Inspectors strongly recommend that the academy should not appoint newly qualified teachers, particularly in science.
- The Principal has changed the culture of the academy, challenging underperformance by teachers and subject leaders. Most of the staff who responded to the staff questionnaire agreed that the academy is well led. One member of staff commented that the Principal had 'raised the aspirations of all'. Some of the changes that the Principal has brought through, however, are at too early a stage to have improved the culture of learning in the academy across all subjects.
- **The governance of the school**
  - Members of the Educational Advisory Board, the academy's governing body, have a clear understanding of the academy's strengths and weaknesses. The governing body challenges senior leaders to ensure that the information they receive about what the academy offers its pupils is accurate. Governors have also provided effective support to senior leaders in dealing with the challenges facing the academy.
  - Governors have conducted an audit of their individual skills to ensure that the governing body collectively has a comprehensive set of skills that enable them to support and challenge the academy appropriately. Governors have set up a separate panel that monitors how the academy spends the pupil premium funding. However, governors do not have a sharp enough view of the impact of the strategies that senior leaders have put into place using the pupil premium.
  - Governors do not have a clear system to assess the views of parents. Consequently, they do not have a precise understanding of the views of parents regarding their child's experiences at the academy.
  - Governors are fully aware of their statutory responsibilities where safeguarding is concerned. They are aware of the actions they must take where there is a safeguarding concern. The Chair of the Governing Body has received safer recruitment training.
- The arrangements for safeguarding are effective. All teachers receive annual training in safeguarding. The senior leader with responsibility for safeguarding supports pupils and staff effectively where there are safeguarding concerns. Teachers can raise concerns with the senior leader using a dedicated email address that is printed on the back of teachers' and visitors' identification badges. The senior leader responds to these concerns swiftly and keeps parents informed. The senior leader works closely with local agencies to support pupils where this is appropriate.

## Quality of teaching, learning and assessment

## is inadequate

- While there has been a sharper focus by middle leaders on checking the quality of teaching, in some subjects this has only happened more recently. Consequently, the quality of teaching is inadequate in some subjects, particularly in science, where too few pupils make the progress that they should. Pupils' books in this subject reflected inconsistencies in the quality of pupils' presentation, in their understanding of key scientific concepts, and in the feedback that they were receiving from their teachers. Due to these inconsistencies, pupils are not secure in their understanding in this subject and are not making adequate progress.
- Most teachers use the academy's marking policy effectively. However, subject leaders do not monitor this effectively to ensure consistency in its application. Consequently, not all pupils are able to learn from their mistakes and improve their understanding.
- Not all teachers have high enough expectations of their pupils. Some teachers provide activities for pupils that either lack challenge or else are not appropriate enough given the pupils' age or the stage of their education. On these occasions, pupils are unable to complete the work successfully, or else complete work that does not stretch them fully.
- Teachers do not do enough to develop pupils' literacy skills. Teachers focus on literacy when assessing pupils' work, but inspectors observed a small minority of pupils who struggled orally to communicate their ideas clearly. Due to their weak literacy skills, these pupils are unable to develop their knowledge and understanding fully.
- Where learning is most effective, teachers use questioning to probe pupils' understanding and to draw information from them. Teachers are able to clarify misconceptions and provide activities that confirm pupils' understanding.
- Relationships between pupils and their teachers are very positive in most lessons and are conducive to creating effective learning environments. Where this is the case, pupils are able to develop their understanding, knowledge and skills effectively.

## Personal development, behaviour and welfare

requires improvement

### Personal development and welfare

- The academy's work to promote pupils' personal development and welfare requires improvement.
- While the majority of pupils have a positive attitude to learning, not all pupils take full advantage of their lessons to develop their understanding thoroughly. Some pupils, for example, do not challenge themselves to complete the more difficult tasks teachers set. They therefore do not demonstrate a thorough awareness of the importance of being successful learners.
- Pupils that inspectors met both formally and informally said that they felt safe at the academy. Pupils are confident that there are teachers that they can speak to should they have any concerns and that these concerns will be dealt with effectively.
- The academy closely monitors pupil absence on a daily basis. Where a pupil is absent without advance approval, the academy will immediately contact the pupil's parents. Senior leaders ensure that the academy takes appropriate action when there is no parental response.
- Senior leaders regularly monitor the welfare of the small number of pupils educated elsewhere. Where there are concerns about a pupil's attendance at an alternative provider, academy staff act quickly in bringing these concerns to the attention of the pupil's parents. This swift action has been effective in raising the attendance of pupils who are educated off-site.
- Pupils receive opportunities to learn about their well-being through the 'Society, Self and Spirituality' programme which is delivered to pupils in Key Stage 3. This is a programme designed by the academy to develop pupils' understanding of the world around them. House assemblies raise pupils' awareness of their welfare and their relationships with each other. For example, an assembly observed by inspectors focused on the value of friendship and provided pupils with an opportunity to reflect on how they could be better friends to each other.
- Pupils are aware of different forms of bullying, including homophobic bullying. Pupils reported that bullying is rare but that when it does occur, teachers deal with it swiftly and effectively. The academy's records of bullying demonstrate that there are few bullying incidents.
- Senior leaders are aware of the local issues that may affect pupils' welfare and take appropriate action to support pupils where necessary.
- Pupils who inspectors met said that they know how to stay safe online.

### Behaviour

- The behaviour of pupils requires improvement.
- Although the attendance of all pupils at the academy is improving, it is below average. The proportion of pupils who are regularly absent has declined during the past three years but is still above average. The overall absence of disadvantaged pupils and the proportion of these pupils who are regularly absent are also above average. Their absence is hindering pupils' ability to secure more rapid progress.
- Most pupils behave well during lessons and have strong relationships with their teachers. In some lessons, inspectors observed some off-task behaviour that teachers did not always challenge.
- The atmosphere around the academy site during social times is calm, with pupils behaving appropriately and showing each other and teachers respect.
- The inclusion manager monitors pupils' behaviour effectively. He works closely with house leaders in managing pupils' behaviour and supporting pupils who may be causing concern. The academy has also recently introduced a new rewards system which has improved most pupils' attitudes to learning.
- A very large majority of the staff who responded to the staff questionnaire considered that pupils' behaviour is good, while all agreed that leaders support staff well in managing behaviour.

## Outcomes for pupils

are inadequate

- Outcomes for pupils are inadequate, as too many pupils do not make the progress they should across a wide range of subjects, particularly English, mathematics and science.
- Pupils' achievement in GCSEs declined in the last academic year. The academy did not meet the government's 2014 floor standards in 2015. This is the fourth consecutive year that the academy has not met the government's floor standards. While there was an improvement in the proportion of pupils achieving the progress expected of them in mathematics, this was still below the national figure for 2014.

The proportion of pupils making the progress expected of them in English was substantially below the national figure for 2014.

- The performance information that the academy uses to check the progress of its current Year 11 pupils indicates that pupils' progress is inadequate in core and additional science, English literature, French, history and geography. In these subjects, the proportions of pupils who are currently making the progress expected of them are well below the national figures for 2014.
- The achievement gaps at GCSE and in Key Stage 3 between the disadvantaged pupils and their non-disadvantaged peers nationally remain wide. The performance information that the academy uses to check the achievement of current pupils indicates that these gaps remain stubbornly wide across all years, particularly in English and mathematics. Where the achievement gaps are narrowing, they are not narrowing rapidly enough to ensure that disadvantaged pupils make similar progress to their non-disadvantaged peers nationally. Consequently, the progress of disadvantaged pupils is inadequate.
- The achievement of those pupils who receive part of their education off-site in 2015 was inadequate, as too few made the progress expected of them in both English and mathematics at the end of Key Stage 4.
- The achievement of those pupils in Years 8 and 9 who are at an early stage of learning English as an additional language is improving across most subjects. The proportions of these students making the progress expected of them in English, history and mathematics, for example, are close to or above the national figures for 2014.
- Not all teachers set work at the right level for disabled pupils and those with special educational needs, and the most-able pupils. Consequently, too few of these pupils make the progress expected of them and do not achieve as highly as they should.
- All pupils who completed Key Stage 4 in 2015 moved into education, training or employment. A majority continued with their education, completing Level 2 and Level 3 courses. However, some pupils moved on to Level 2 courses to improve their grade in that subject, having underachieved in the course in Year 11.

## 16 to 19 study programmes

## require improvement

- The head of sixth form does not have a precise enough oversight of the quality of teaching in the sixth form. Senior leaders have worked closely with her to check the quality of teaching. However, the head of sixth form does not work closely enough with subject leaders to monitor the quality of teaching within the different subject areas. As a consequence, although it is improving, there remains too much variability in the quality of teaching within the sixth form.
- The quality of teaching requires improvement, as the achievement of learners in some subjects is not good enough, particularly in the academic courses. Where learning is most effective, teachers provide regular feedback which enables learners to improve their work and help them to develop their understanding further. However, in some underperforming subjects, such as English, improvements to the quality of teaching are more recent and it is too early to measure the impact on learners' achievement over time.
- The sixth form offers a range of courses to meet the learners' differing needs. These include a range of Level 2 and Level 3 courses. However, some learners complete Level 2 courses because of their previous underachievement in that subject at Key Stage 4.
- The head of sixth form monitors learners' achievement and welfare effectively. She is able to identify learners who are falling behind and ensure that they receive appropriate support. Consequently, these learners are able to secure their knowledge and understanding.
- The attendance of sixth form learners is high and has improved since the previous inspection. This is a result of the head of sixth form's closer checking of learners' achievement and welfare. As a consequence of improved attendance, learners' achievement in the sixth form is improving.
- Achievement in the academic subjects has previously reflected some underperformance. However, results in 2015 saw an increase in the proportions of learners achieving the higher grades at A level and AS level, and an increase in the proportions achieving a pass grade at AS level. This is a direct consequence of the sharper checking of learners' achievement completed by the head of sixth form.
- Learners' achievement in the work-related courses is good, with high proportions achieving the higher grades and nearly all learners achieving their qualification.
- Significant improvements have been made in the proportions of learners securing a grade C or above in GCSE English and mathematics in the sixth form. In particular, the proportions of learners achieving a



grade C in GCSE mathematics has improved significantly from a previously poor base.

- The retention rate from Year 12 to Year 13 has increased due to the strengthened recruitment process for learners applying to enter the sixth form. Learners receive advice and guidance regarding the courses that are appropriate to them. Consequently, more learners commence their studies in sixth form on the right courses.
- Learners are able to take advantage of appropriate opportunities to complete work experience placements or internships. These are matched to meet the needs of learners for the courses that they are studying, or for their career choice.
- Learners benefit from effective guidance in making applications to higher education. They also receive guidance if it is their intention to apply for an apprenticeship or employment. All learners study a tutor-led programme that focuses on employability skills, and receive careers guidance from external providers. As a consequence, all learners are prepared well for the next stage of their education, training or employment. All learners who completed their A-level studies in 2015 progressed to university, started apprenticeships or entered employment.
- Sixth form learners said that they felt safe. Behaviour in the sixth form is better than elsewhere in the academy as learners in the sixth form develop an eagerness to learn.
- Through their tutor programme, sixth form learners consider their own well-being and know how to manage risk. Learners have considered the effects of drinking alcohol, the importance of road safety and the risks of sexually transmitted infections. They consider current affairs and discuss these in their form groups, giving them an awareness of British values and preparing them well to be active citizens in British society.

## School details

<b>Unique reference number</b>	137749
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	10001566

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	555
<b>Of which, number on roll in 16 to 19 study programmes</b>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Bishop
<b>Principal</b>	Mike Smith
<b>Telephone number</b>	01623 623559
<b>Website</b>	<a href="http://www.qeacademy.org.uk">www.qeacademy.org.uk</a>
<b>Email address</b>	<a href="mailto:info@qeacademy.org.uk">info@qeacademy.org.uk</a>
<b>Date of previous inspection</b>	9–10 October 2013

## Information about this school

- Queen Elizabeth's Academy is much smaller than most other secondary schools, and has a small sixth form. It is sponsored by the School Partnership Trust Academies and maintains a link to the Diocese of Southwell and Nottingham.
- A large majority of pupils are of White British heritage and speak English as their first language.
- The proportion of pupils who are disadvantaged and, therefore, supported by the pupil premium is well above average. Pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported by the academy through education, health and care plans is well below average.
- A small number of pupils in Key Stage 4 study work-related courses at training places away from the academy. These include East Midlands Vocational Academy (EMVA) and Re-thinking Engagement and Approaches to Learning (REAL), both based in Mansfield.
- The academy does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.



## Information about this inspection

- Inspectors observed 23 lessons, including two joint lesson observations conducted with the Principal. Inspectors also observed two assemblies and form time.
- Inspectors held meetings with senior leaders and subject leaders. Inspectors met with leaders with responsibility for pupil achievement, curriculum, teaching and learning, safeguarding, pupil premium, behaviour and attendance and the sixth form. The lead inspector also met with the School Partnership Trust Academies' Regional Director of Education and Executive Principal, the academy's improvement advisor, and the Chair of the Governing Body.
- Inspectors met formally with pupils from all year groups and talked to pupils in lessons, and during breaktime and lunchtime.
- The lead inspector met with a selection of staff.
- Inspectors observed pupils' behaviour before school and around the academy site during breaktime and lunchtime and between lessons.
- Inspectors took into account the views of 18 members of staff who responded to the questionnaire.
- Too few parents responded to the online questionnaire, Parent View, for the inspectors to consider their views.
- Inspectors looked at a variety of documentation, including the academy's own evaluation of how it is doing and its most recent improvement plan. Inspectors also considered information relating to achievement, behaviour and attendance and safeguarding. Inspectors looked at records of governors' meetings, systems used to manage staff performance, and a range of other academy policy documents.

## Inspection team

Simon Hollingsworth, lead inspector	Her Majesty's Inspector
David Bennett	Ofsted Inspector
Javier Sanchez-Garcia	Ofsted Inspector

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