

Whiteways Primary School

Whiteways Road, Sheffield, South Yorkshire, S4 8EW

Inspection dates

9–10 March 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher, head of school and other leaders, including governors, exude high expectations. Their leadership has been extremely effective in improving the school since the previous inspection.
- Leaders and managers have driven improvements in the quality of teaching, learning and assessment, which are now good.
- Teaching in the early years is good. As a result, children make good progress and are well prepared for their learning in Year 1.
- Current pupils make good progress in reading, writing and mathematics across Years 1 to 6.
- Pupils with disability and those with special educational needs, and pupils at an early stage of learning English, achieve particularly well.
- Pupils behave well in lessons and around school. The vast majority enjoy coming to school, attend regularly and are eager to learn.
- Provision for pupils' personal development and welfare is outstanding. Pupils are very respectful of one another and adults. They readily welcome pupils new to the school from overseas.
- Pupils feel exceptionally well cared for, feel safe, and have an excellent understanding of how to keep safe and healthy beyond school.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. Staff help pupils to respect people from different backgrounds, and to value differences in ideas.
- The wide range of extra-curricular clubs, visits and out-of-school experiences ensure pupils leave the school well prepared for the next stage in their education and their future lives.
- Governors take their responsibilities seriously, are regular visitors to the school, and provide good challenge and support for the school's leaders.

It is not yet an outstanding school because

- Pupils' writing skills are not as strong across Years 1 to 4 as in the rest of the school.
- Pupils do not always have enough opportunities in Years 1 to 6 to use their mathematical skills to solve problems.
- Not all teachers check pupils' learning carefully in lessons, and adjust their work accordingly, especially for the most able.
- Some middle leaders do not always hold teachers to account with enough rigour to ensure that pupils make at least consistently good progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching even further, by:
 - ensuring that all teachers check fully all pupils' learning in lessons and adjust the work accordingly, to keep all pupils fully interested and challenged, especially the most able
 - ensuring that all middle leaders assess with similar rigour the impact of the teaching on pupils' learning and progress, across all years, and determine whether it is good enough.
- Enhance pupils' outcomes further in writing and mathematics, by:
 - providing pupils in Years 1 to 4 with more challenging activities and experiences to develop more complex writing skills sooner
 - providing more regular opportunities for pupils across Key Stages 1 and 2 to use their mathematical skills to investigate and solve problems, and justify their answers.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher, ably supported by the head of school, exudes high aspirations and levels of confidence for all pupils and staff. She has ensured that all the areas for improvement from the previous inspection have been tackled robustly.
- Governors have supported senior leaders effectively in addressing previous weaknesses in teaching, in appointing new staff, in introducing new assessment, behaviour and appraisal procedures, and in establishing a highly successful learning partnership with Owler Brook Primary School. As a result, teaching is good and improving, and current pupils make good progress.
- The redeveloped senior leadership team is equally ambitious for the school. Senior leaders work cohesively to bring about continuous improvements, and have been successful in creating a culture of high expectations.
- Staff are proud to work in the school. Morale is strong. Staff feel involved in collectively meeting the school's priorities, and in a shared ambition to improve the school's outcomes even further.
- Senior leaders provide teachers, and other staff, with bespoke professional development opportunities, both in-house and externally. Commissioned support, particularly from Owler Brook Primary School, the Sheffield Teaching School Alliance, and the local authority, has contributed well to improvements made in overall teaching, learning, assessment and governance.
- The executive headteacher has tightened appraisal systems, and these have an increasingly sharper focus on improving teachers' expertise and raising standards of achievement. Teachers' pay progression is linked rigorously to their performance, and measured closely against the teachers' standards.
- Most middle leaders, including subject and year leaders, regularly check on the quality of teaching. Where teaching is not good enough, a programme of support and development is put in place so that improvements are achieved in a timely manner.
- Not all middle leaders are equally confident, or rigorous, in holding colleagues sufficiently to account for good-quality teaching, learning and assessment. As a consequence, there are still some inconsistencies in the proportion of good and better teaching across the school.
- Leaders and managers ensure that pupils' progress is carefully tracked. Regular checks on pupils' progress ensure that senior leaders and staff identify pupils who are not doing as well as they should. Additional support is put in place to help these pupils to make better progress. As a result, different groups of pupils, including those with special educational needs, those at an early stage of learning English, and the disadvantaged pupils, make good progress. This demonstrates leaders' commitment to promoting equality of opportunity for pupils.
- All adults tackle the very rare instances of discriminatory or prejudiced behaviour successfully. They also openly celebrate the wide range of countries that pupils come from, and their different beliefs and traditions. These actions underpin the school's strong sense of community and its harmonious climate.
- The curriculum is effective overall in developing pupils' basic reading, writing and mathematical skills. However, there is still scope to further advance some pupils' writing sooner, and to provide more frequent opportunities for all pupils to use mathematical skills to investigate and solve problems. Interesting topics make increasingly good links between subjects. For example, the topic on the Second World War and the Holocaust in Year 6 encourages thoughtful writing through exploring artefacts, reports and images. Philosophy for Children poses thought-provoking questions such as 'is it immoral to dance?' and 'is it easier to be happy or miserable?'
- Additional opportunities provided by visitors to the school enrich pupils' experiences further. They help to bring learning alive. Pupils say how much they enjoy learning about wildlife and their habitats around school, and developing skills such as cooking, fire and shelter building, and using different tools, as part of their work in the countryside. Pupils eagerly participate in a wide array of sporting teams and competitions that encourage teamwork. They enjoy learning to swim from Year 3 onwards, and talk enthusiastically about learning how to play the violin in Year 2, and learning Spanish across Years 3 to 6.
- Staff promote pupils' spiritual, moral, social and cultural development effectively. Pupils learn about the different cultures and faiths represented in modern Britain. British values are carefully promoted through, for example, pupils' experiences in local cubs and scouts activities, their involvement in the democratic process of electing members of the school council, and learning about the importance of Remembrance and Armistice Day. As a result of this work, pupils are well prepared for life in modern Britain.

- The school's use of the primary physical education and sport premium funding has increased the range of sporting opportunities available to pupils, and has resulted in greater pupil participation in sports and more competitions against other schools. School leaders have not yet fully investigated the extent to which it has helped to develop staff confidence in teaching physical education.
- Leaders, including governors, ensure that the additional funding for disadvantaged pupils is used effectively. Additional in-class support in reading, writing and mathematics, extra resources to support home learning, and additional expertise to deliver one-to-one work in school, have helped to ensure that these pupils now make similar progress to all other pupils throughout the school.
- A large majority of the parents responding to Ofsted's online questionnaire, Parent View, and parents that inspectors spoke to during the inspection, say that the school is well led and managed. Almost all staff responding to the staff questionnaire agree with them.
- **The governance of the school**
 - Governors have transformed their working arrangements since the previous inspection. They have responded well to the external review of governance, following the previous inspection. Membership of the governing body has been re-organised, committees re-formed, and a new Chair and vice-chair of governors appointed.
 - These changes, together with good information received on a regular basis from school leaders, and sourced by governors from their frequent visits to school, mean that governors have a good understanding of the school's work. They are confident in holding senior leaders to account for the school's performance and its safeguarding arrangements.
 - Governors keep a close watch on how funding, such as the pupil premium, is deployed to meet priorities, and whether it is having its desired impact.
 - Governors have worked with the executive headteacher to improve the quality of teaching since the previous inspection. They have a clear appreciation of the quality of teaching and its impact on outcomes for pupils.
 - Governors know about the management of teachers' performance and the links between this and teachers' pay progression. They have put in place similar robust arrangements for evaluating the headteacher's annual performance.
- The arrangements for safeguarding are effective. Leaders, governors and staff work closely with a range of external agencies and individual families to ensure that pupils are safe. All staff receive regular training on safeguarding. They know how to identify whether pupils are at risk and how to report any concerns. Safeguarding arrangements in the early years, and for the breakfast club and after-school activities, are secure. Almost all parents responding to Parent View, and the school's own questionnaires, say that their children feel safe at school. Staff and pupils agree.

Quality of teaching, learning and assessment **is good**

- Leaders, including governors and managers, have been successful in tackling weak teaching since the previous inspection. As a result, the quality of teaching is good and ensures that pupils make increasingly good progress with their learning. Teaching is particularly strong in the early years and in Years 5 and 6.
- A strong feature of teaching is the calm and purposeful atmosphere for learning, with teachers and teaching assistants establishing strong working relationships with their pupils.
- Most adults expect a lot from pupils and the vast majority of pupils show good attitudes towards their learning. In almost all classes pupils strive continuously to do their best, willingly sharing their views and ideas, and listening carefully to others' points of view. For example, Year 6 pupils persevered well to experiment with adverbs in their writing, to denote changes in time. They were especially keen to find out about the choices made by their friends, listening carefully to the examples they offered. Similarly, in a Year 1 information and communication technology lesson, pupils concentrated very well to use a drawing programme to sketch outlines of giraffes, to illustrate their written work on animals.
- The vast majority of teachers gain and hold the attention of pupils because they make learning interesting and appropriately demanding. Teachers are knowledgeable about what they teach, and generate enthusiasm for learning, and a desire to succeed on the part of most pupils, from whatever their starting points.
- Assessment information is used increasingly effectively, by the vast majority of teachers, to plan lessons that are appropriate to the needs of the different groups of pupils, particularly those with disability and those with special educational needs, and especially for those joining the school at the early stages of

learning English. Pupils who fall behind are spotted quickly, and additional work and time are made available to meet their needs.

- The quality of marking of pupils' work has improved since the previous inspection, in line with the school's policy on marking. Pupils are given guidance on how to improve their work, which most use to good effect.
- The most-able pupils are often provided with additional challenges to deepen their learning. As a result, they make good progress.
- Teaching assistants work well with pupils, particularly those at risk of underachievement. They provide them with effective support. As a result, disadvantaged pupils and those from Gypsy, Roma and Traveller families make especially good progress.
- The vast majority of pupils enjoy reading. Staff plan for effective daily reading sessions in which adults listen to pupils read, discuss their reading with them and teach them techniques to make sense of unfamiliar words and phrases. Phonics (letters and the sounds that they make) is taught effectively across the school, and is helping pupils to read more fluently and with greater understanding.
- The teaching of writing is generally good. The handwriting of most pupils is of a good quality. Written work is presented with care. Most teachers pay good attention to showing pupils how to develop ideas, and spell accurately. In some classes, especially across Years 1 to 4, some pupils are not provided with sufficiently challenging writing activities, or initial stories and experiences, to build their confidence to develop more complex writing skills sooner.
- The teaching of mathematics is good. Teachers equip pupils with a good range of calculation skills and mathematical vocabulary. Not all teachers provide sufficient opportunities for pupils to test their new knowledge and skills to the full in solving mathematical problems, and in justifying the answers and solutions they find.
- Most teachers know their pupils well and plan effectively to meet pupils' needs. On occasions, some teachers do not adapt activities sufficiently to meet pupils' changing needs. As a result, the most-able pupils sometimes find the work too easy and become restless.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are proud of their school. They are exceptionally respectful and caring of each other and all of the adults.
- Pupils from the many different countries and nationalities work and play together joyfully. They are eager to welcome new pupils who join the school mid-term, and help those from overseas settle in their new surroundings.
- The vast majority of pupils show positive attitudes to learning and are keen to do their best. They value the 'pen licences' they receive for their excellent handwriting skills, and openly celebrate the achievements of their peers in the good work assemblies, and at the 'captain's table' at lunchtimes. They interact very well with each other in lessons, for example when working with a partner or in small groups.
- Pupils enjoy the different responsibilities they are given, including being members of the school council, playground friends, and helping roles in assemblies, work in the countryside, and in the many out-of-school clubs and activities.
- Pupils say they feel extremely safe in school and can approach a member of staff easily if they have any concerns about their safety. They are very confident that staff will not tolerate any language or actions that may be offensive.
- Pupils are taught very well how to keep themselves safe. They know, for example, about road and fire safety, and how to keep safe when using the internet and mobile phones.
- The many sporting opportunities, after-school cooking experiences, and bespoke work with the school's cook about diet, enrich pupils' understanding about the importance of hygiene, diet and exercise, and living a healthy lifestyle.
- The many visits and visitors to school promote pupils' all-round spiritual, moral, social and cultural development very well. As a consequence, they are well equipped for their future learning in secondary school and for their roles as members of the local community.

- Staff forge excellent links with families from the many different countries and nationalities who live near the school. The regular opportunities for families to learn together, and take part in school-based activities, such as the well-planned and supervised breakfast club experiences, further enhance pupils' social skills and qualities.

Behaviour

- The behaviour of pupils is good.
- Expectations of how everyone should behave are made clear, in line with the school's 'golden rules' in every classroom, and are understood by the pupils.
- Pupils have an excellent awareness of different types of bullying, including racist and homophobic bullying and cyber bullying. Pupils say that bullying is rare in school. This is confirmed by the school's behaviour records.
- Pupils enjoy coming to school. They appreciate the rewards they get for positive behaviour and achievements, and understand that there are consequences for unacceptable behaviour.
- Pupils are polite and friendly, and conduct themselves well around the school. In the playground and dining room, pupils are helpful and considerate.
- In lessons, the vast majority of pupils are eager to learn and concentrate well, and there is very little disruption to learning. Occasionally, some pupils are inattentive and do not persevere with their work, especially if they are not sure what to do, or are not sufficiently stretched. As a result, their progress slows.
- The school's leaders work hard to encourage pupils to attend school regularly. They are especially proactive in helping those who join the school mid-term from overseas, to settle into school life quickly, and those who come from Traveller families to attend as often as possible. Many do so, and are generally keen, and on time, to start their lessons. As a result, attendance is rising and is just below the national average, and persistent absence is falling.
- Most parents, staff and pupils responding to the Ofsted online questionnaire, and the school's own questionnaires, agree that pupils' behaviour is good.

Outcomes for pupils

are good

- Pupils' achievement has risen since the previous inspection and is good. Significant improvements in teaching, particularly over the past year, are resulting in a rapid acceleration in the rates of progress current pupils are making across all years.
- In addition, changes in the ways in which teaching assistants are deployed, and enhanced training and development for all additional support staff, have resulted in more effective provision for children with additional needs, and those at risk of falling behind.
- As a result, the school's information shows that pupils make good progress throughout the school in a range of different subjects, including in reading, writing and mathematics. This is confirmed by the good progress seen in pupils' books, and in visits to classes across the different year groups.
- Pupils' overall attainment at the end of Key Stage 1 in 2015 was well below average in reading, writing and mathematics. However, these outcomes were distorted by the large number of new arrivals to the country and to the school, across Key Stage 1, many without the benefit of good early years provision elsewhere, and with a limited grasp of the English language.
- There were no Year 6 outcomes in 2015 due to the historical re-organisation of the former junior school into the current primary school, resulting in no pupils in this particular year group.
- Outcomes across Key Stages 1 and 2 are significantly affected by the large numbers of pupils who continue to leave and join the school during the academic year. Many of these pupils arrive from overseas with very little English language, and an increasingly large number come from Gypsy, Roma and Traveller families. At the time of the inspection, only half of the present Year 6 pupils had attended school since Year 2, and almost one fifth of the school's total population had changed since the beginning of the academic year.
- The school's rigorous checking on pupils' achievements, as well as external checking by practitioners from other schools and local authority personnel, shows that pupils who attend school regularly, over time, make good progress across Years 1 to 6 in reading, writing and mathematics. This information is supported by inspection evidence. This is because of the increasingly good teaching, effective deployment

of teaching assistants, and well-matched activities that interest and motivate pupils of all abilities.

- The most-able pupils are largely well challenged in lessons, and the school's information confirms that the vast majority make increasingly good progress across the year groups. Work in Year 2 and Year 6 books indicates most already reaching their age-related expectations in writing and mathematics, with some already exceeding these expectations.
- Pupils with disability and those with special educational needs, as well as those who have fallen behind and need to catch up in their learning, also make good progress in reading, writing and mathematics. This is because their progress is tracked carefully and they receive effective care and support from staff.
- The good provision made for pupils who join the school with little or no English ensures that they quickly learn to communicate with adults and peers. Given their starting points, they make good progress in developing essential reading, writing and mathematical skills.
- Disadvantaged pupils make increasingly good progress, and the gaps with their classmates are closing in all subjects, in all years. In the present Years 2 and 6, gaps have almost entirely closed in reading, writing and mathematics. Gaps vary historically with other pupils nationally because many pupils receiving pupil premium support have additional learning needs, and a large proportion do not attend continuously across Key Stages 1 and 2.
- By the end of Key Stage 1, the proportion of pupils who achieve the expected level in phonics is below the national average. However, this is due largely to the significant number of pupils who are new arrivals to the country and to school, especially in Years 1 and 2, who have not had the benefit of the school's good early year's provision, and who often start school with a limited grasp of English.
- Inspection evidence indicates that, increasingly, pupils' knowledge of the sounds that letters make is helping them to enjoy reading. Daily reading opportunities, together with strong encouragement for pupils to read at home, and regular, well-attended family reading experiences in school, are improving pupils' reading skills.
- Outcomes in writing are good overall, because pupils are encouraged to plan and write at length, and across different subjects and topics. Outcomes are less strong for some pupils in some classes across Key Stage 1 and in Years 3 and 4, because some teachers do not extend pupils' vocabulary, and do not challenge their use of grammar in developing complex sentences, soon enough.
- Pupils make increasingly good progress in mathematics. This is a result of teachers' secure subject knowledge and insistence on pupils practising their basic skills daily. There is scope for more pupils to make even better progress in mathematics through applying their mathematical skills in a range of relevant problem-solving activities more frequently, and through explaining more readily their approaches to individual calculations, and justifying their findings.
- Achievement across many subjects of the curriculum is good. Overall, pupils are prepared well for secondary school. They develop particularly good all-round knowledge and skills in science, technology, music, history and geography, but less so in art.

Early years provision

is good

- Children generally enter the early years with skills that are below those typical for their age. Increasing numbers are at an early stage of speaking, understanding and reading English, and experience difficulties with aspects of their personal development.
- Due to the good teaching and effective care and support, a rising proportion of children make good progress from these starting points. In 2015 the number achieving a good level of development by the end of the Reception Year rose significantly, and was just below the national figure.
- Overall, children are well prepared for transition to Year 1.
- The large number of disadvantaged children make good progress with their learning, and additional funding is used successfully to support their particular needs.
- The quality of teaching, learning and assessment is good. The information that is gathered through assessment is used effectively to plan for the needs and abilities of all children, especially the most able. Indoor and outdoor experiences are stimulating and thought-provoking. Themes are constantly changed to meet the interests and needs of the children.
- There is a good balance of adult-led and independent activities where the children make their own decisions about what they would like to do. For example, during the inspection some children were engrossed in finding objects beginning with the letter 'm', while others worked in a small group to build a house, and others made animal masks or birds, using tubes, feathers and paint. All showed high levels of

interest, perseverance and a readiness to share resources, and take turns in activities.

- Learning journeys are well presented, with photographs and comments that describe children's achievements. These provide a good record of the progress of each individual child, including the next stage in their learning, for parents and staff as well as for the children themselves.
- Excellent relationships with families ensure that parents are regularly informed about their child's progress. There is strong parental involvement with the school when children start in the Nursery Year, or if they join during the Reception Year, through visits to homes by early years practitioners, and through welcome and 'catch-up' events in school.
- Children's welfare and safety are given a high priority. As a result, they are happy, safe and increasingly confident and independent learners.
- The leadership of the early years provision is good. Leaders understand the strengths and areas for development, and use assessment information to plan carefully for ongoing improvements.

School details

Unique reference number	106992
Local authority	Sheffield
Inspection number	10002043

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	492
Appropriate authority	The governing body
Chair	Sue Ransom
Executive headteacher	Sue Bridges
Telephone number	0114 242 3169
Website	www.whitewaysprimary.co.uk
Email address	enquiries@whiteways.sheffield.sch.uk
Date of previous inspection	12–13 September 2013

Information about this school

- This is a larger than average-sized primary school which has been created from a former junior school. There is a mixture of two- and three-form entry year groups because of the increasing numbers of pupils who require school places in the locality.
- The majority of pupils are of Pakistani heritage. There are increasing numbers of Gypsy/Roma and Eastern European pupils joining the school at various points in the school year.
- The majority of pupils speak English as an additional language.
- The proportion of disadvantaged pupils who are supported through the pupil premium is above the national average. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those who are looked after.
- The proportion of pupils with disability and those who have special educational needs is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6 in reading, writing and mathematics.
- Since the previous inspection there have been many staffing changes. In September 2015, the school entered into a formal learning partnership with a local primary school, Owler Brook, and an executive headteacher took up post. There have also been significant changes in senior and middle leaders and managers, and in teachers across the school. The governing body has been reconstituted, with new governors appointed, including a new Chair and vice-chair of governors.
- The school receives support from Owler Brook Primary School, Sheffield, the Sheffield Teaching School Alliance, and the local authority.
- There is a breakfast club, managed by the school.

Information about this inspection

- Inspectors observed learning in a range of different classes, of which two classes were visited jointly with the executive headteacher and head of school.
- Pupils' work was sampled informally in classes in a range of subjects. In addition, mathematics and writing from Years 2 and 6 were sampled separately.
- Inspectors reviewed a range of documents, including the school's own information on current pupils' progress, planning and monitoring documentation, minutes of the governing body's meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Inspectors held meetings with pupils in Years 3 to 6, with governors and with school staff, including those with management responsibilities, and with a representative from the local authority. In addition, a telephone conversation was held with an external consultant supporting the school.
- Inspectors evaluated the 16 responses of parents to the Ofsted online questionnaire (Parent View). Inspectors also took into account the views of 25 members of the school's staff, and of the 13 pupils who completed the Ofsted online questionnaires. Inspectors also evaluated pupils', parents' and staff views in response to recent school questionnaires.

Inspection team

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Lesley Bowyer	Ofsted Inspector
Elizabeth Lawley	Ofsted Inspector

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