

Norfolk Community Primary School

Guildford Avenue, Sheffield, South Yorkshire S2 2PJ

Inspection dates

13–14 April 2016

Overall effectiveness

Requires improvement

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching, learning and assessment require improvement in key stage 2. The teaching of writing is not of high enough quality to ensure pupils develop good writing skills and apply these skills accurately in other subjects.
- At key stage 2, pupils make too many basic errors in spelling, punctuation and grammar because these skills are not secure and teachers' expectations are not high enough. Untidy presentation, slow work rates and careless errors sometimes go unchecked and so pupils' subsequent work does not improve sufficiently.
- The most-able pupils are not challenged sufficiently in their learning.
- Pupils in key stage 2 cover insufficient ground in a range of subjects, including science. This means that they fail extend their knowledge and skills effectively to achieve well in these subjects.
- Leaders, including subject leaders, monitor the quality of teaching and learning regularly but they have not checked rigorously enough the accuracy of writing assessments and the strategies to improve pupils' writing have yet to have an impact on outcomes for pupils in key stage 2.
- Where teaching lacks sufficient challenge or fails to hold pupils' interest, pupils become restless and inattentive. Some, while not disruptive, disengage and so subsequently do not know what to do.
- The behaviour of a minority of pupils, particularly when not supervised tightly, for example at lunchtimes, is not as good as it should be. Pupils understand the school's rules regarding behaviour but do not act accordingly at all times.
- Pupils' attendance is below average and persistent absence is higher than the national average.

The school has the following strengths

- The headteacher and other leaders are driving improvements effectively. The teaching of mathematics is now good and enables pupils to make good progress.
- Early years provision is good, particularly the provision for two-year-olds. Children make a flying start to learning and are prepared well for Year 1.
- Pupils in key stage 1 achieve well because teaching is consistently good or better here.
- Pupils learning English as an additional language and those disadvantaged pupils who are at the school long enough, achieve well because they receive effective support.
- Pupils feel safe at school. Most behave well, form good relationships with others and enjoy school.
- Senior leaders, including governors, have tackled weak teaching robustly. They are determined to serve the community and its children well.

Full report

What does the school need to do to improve further?

- In order to raise standards at the end of Year 6, particularly in writing, school leaders should ensure that:
 - teaching is good or better and challenges pupils appropriately, particularly the most able
 - teachers ask pupils questions that deepen their knowledge and understanding
 - pupils have a secure grasp of the basic literacy skills they need to write accurately and with fluency
 - pupils have sufficient opportunity to write at length to practise and extend their skills in English
 - pupils apply their literacy skills accurately when writing in other subjects
 - sufficient attention is devoted to subjects other than mathematics, reading and writing so that pupils achieve well in all their work
 - pupils have the feedback they need to recognise their errors and that this leads subsequent improvements in their work.

- Promote pupils' personal development and well-being further by:
 - having higher expectations of pupils' behaviour around school when they are not directly supervised
 - checking that pupils behave in accordance with the school's behaviour policy at all times
 - making sure that pupils take pride in their work and strive to do their best.

- Strengthen leadership and management, including governance, by:
 - monitoring teaching and learning more rigorously to make sure that pupils make the progress they should in all classes and all subjects
 - checking that teacher assessments are accurate and reliable and that teachers use this information to provide work that challenges all pupils appropriately
 - holding teachers to account more robustly for the progress pupils make in their classes
 - making sure that all staff challenge unacceptable behaviour consistently
 - doing more to promote good attendance and reduce the number of pupils who are absent too often.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders have not tackled all the weaknesses identified in the previous report successfully, and while some improvements are evident, particularly in the teaching of mathematics and children's progress in the early years and key stage 1, the teaching of writing and some other subjects requires improvement at key stage 2. The behaviour and attendance of a significant minority of pupils also remain areas of concern.
- Leaders, including governors, have a more positive view of the school than is the case. Teaching is now consistently good or better in the early years and key stage 1 but it is not consistently good in key stage 2. With weaknesses in their basic literacy skills, pupils do not achieve as well as they should in writing and other subjects, including science, history and geography.
- The school's improvement plan is correctly focused on improving the teaching of reading and writing in order to ensure higher outcomes in literacy at the end of Year 6. The monitoring of teaching and learning is not rigorous enough to ensure that pupils achieve as well as they should in all classes and all subjects.
- The performance management arrangements are clear and understood by all staff and governors. New staff are supported effectively. Staff have good access to the training and support they need to improve their knowledge and skills. They are held to account for the progress pupils make and leaders tackle underperformance robustly. The effectiveness of some staff, for example, at lunchtimes, when the behaviour of a few pupils is less than good, requires improvement.
- Senior leaders regularly monitor pupils' progress and allocate additional support where any pupils are at risk of falling behind their targets. Regular meetings on the progress pupils make identify where teaching and support need to be strengthened. Senior leaders accept that assessments in writing are not entirely reliable and that teachers' expectations are not high enough at key stage 2.
- Leaders are developing the new curriculum appropriately but it is not well balanced, particularly at key stage 2, to ensure that pupils have sufficient time to deepen their skills and knowledge, for example in science, history and geography. Assessments linked to this curriculum show pupils' progress is accelerating in reading and mathematics. Strategies to improve these subjects have been in place longer than the actions taken to raise achievement in writing. There is insufficient emphasis on embedding pupils' basic skills of spelling, grammar and punctuation and checking that pupils apply these skills accurately in all subjects. The most-able pupils are not always challenged sufficiently.
- Many school clubs and extra-curricular activities enrich pupils' experiences. Teachers are developing topics and introducing texts that appeal to boys so that they engage in their learning more successfully. Residential visits and other trips broaden pupils' horizons and the drama club introduces pupils to the wealth of language Shakespeare has to offer. Such activities and events promote pupils' spiritual, moral, social and cultural development effectively.
- The school promotes British values well. Pupils have regular opportunities to consider their rights as young citizens, the virtues of a democratic process, and the need to respect and show tolerance to communities of other backgrounds and faiths. The harmony within the school's mixed community shows that pupils have due regard for others.
- The leadership and management of early years are good and children make a good start to their learning. Parents value the provision for two-year-olds that introduces children to the wider world beyond home.
- The primary sports funding is used well to increase teachers' skills in providing a wider range of sporting activities and for specialist instructors to work with pupils in school and at competitive events with other schools. Pupils enjoy a range of activities, including gymnastics, ball games and athletics, and they know that 'sport keeps you fit and healthy'. Those pupils who sometimes struggle in their other learning thrive in activities that promote their social skills, well-being and self-esteem.
- The funding for supporting disadvantaged pupils is used well to increase staffing levels and target resources for individual pupils and their families. Partnership with other agencies works well to support those facing complex needs. The leadership of special educational needs is improving strongly, as is the provision for pupils learning English as an additional language. These pupils receive effective support and consequently most achieve well against their starting points. The school is committed to tackling inequality but has not focused sufficiently on ensuring that the most-able pupils reach their full potential.
- The local authority provides appropriate support to the school, for example, to review its performance and identify areas that need development. It has also supported governors through training, for example to evaluate their impact on school improvement, interpret pupils' progress data and how they can fulfil their responsibilities more effectively.

■ The governance of the school

- Governors have confidence in the headteacher, and along with her, are determined to secure improvements so that all pupils achieve well. Governors know that the issues identified in the previous report are being tackled systematically and that the teaching of mathematics and provision for the early years and key stage 1 are now good. Governors visit the school regularly and are involved in the ongoing monitoring programme, such as the regular task of looking at pupils' previous work to determine how well pupils are progressing over time. They are not challenging senior leaders sufficiently with regard to the impact of actions taken to raise standards in writing and to check that the most-able pupils are challenged sufficiently.
- Governors know that the funds for supporting disadvantaged pupils and for primary sports are deployed effectively and are having the impact they should on pupils' progress and well-being.
- The arrangements for safeguarding are effective. Governors ensure that statutory requirements are met. Safeguarding training is up to date and comprehensive procedures ensure that staff are vetted to keep pupils safe. Leaders are very aware of the challenges some families face and so work effectively with other agencies where necessary to safeguard pupils and support their families. Parents are positive about the care and support their children receive while at school.

Quality of teaching, learning and assessment requires improvement

- Although teaching has improved significantly since the previous inspection, it is still not consistently good at key stage 2. The teaching of basic literacy skills requires improvement. Expectations are not high enough, particularly of the most able.
- Teaching does not always take sufficient account of assessment to provide the right level of work for pupils of differing abilities. Occasionally, assessments in writing are over-generous because not enough heed is paid to check that pupils apply their basic spelling, grammatical and punctuation skills accurately.
- Work in pupils' books in key stage 2 shows that too often, in writing, science and other subjects, all pupils undertake the same tasks and some complete insufficient work. There is limited evidence to indicate that, for example, pupils design their own investigations or research to extend their learning.
- Questioning that deepens and consolidates pupils' learning is not routine in all classes. Expectations are not high enough to ensure that pupils settle quickly and take pride in their work by working accurately and neatly. Pupils often do not work hard enough to consolidate their learning while it is fresh in their minds. This results in some not retaining enough to build on in subsequent lessons. For example, pupils in Year 4 enjoyed gathering exciting vocabulary for their science fiction story, but did not use this well subsequently. Similarly, in Year 5, pupils of all abilities annotated a picture of Robin Hood to describe his appearance and personality, but did not apply many of these features accurately in their writing. In addition, it was evident from pupils' books that they had done a similar activity in January and so had made little progress since then.
- Not all teachers give sufficient reminders to pupils to apply grammar, punctuation and spelling accurately. These skills are not well embedded and while pupils generally do what is asked of them, too many make simple errors in the use of capitals, full stops and other punctuation, even as late as in Year 6. If this goes unchecked, these errors continue. Pupils are more diligent in mathematics where they know to set their calculations out correctly so that they can check the answers efficiently. Routines for recording in mathematics are reinforced effectively and as a result, pupils achieve well.
- While most staff manage behaviour well, when teaching is less than good and fails to hold pupils' interest, a few pupils become inattentive and disengage. They do not listen well and so do not understand their learning. Some take too long to settle and are easily distracted. Such incidents are largely only prevalent in key stage 2. When not managed effectively, a few pupils disturb others at work.
- Teaching assistants are generally deployed effectively. Lower ability pupils receive effective support to help them make good progress. Occasionally, where this support is not of high quality and expectations are too low, not all pupils achieve as well as they should.
- The support for disadvantaged pupils and those learning English as an additional language is generally good. Many make better progress than their classmates because work is matched well to their needs.
- The school is implementing assessment procedures for the new curriculum. The information shows that too few pupils are working at the age-related expectations in key stage 2. Long-term curriculum planning requires improvement so that all pupils can build successfully on what they already know and understand, and so that they revisit learning at a deeper level as they progress through the school.

- Teaching is having a good impact at key stage 1. Teachers plan work that builds effectively on what pupils have already achieved; expectations are high. Pupils achieve well as a result, including in writing.
- The teaching of mathematics across the school is good. A systematic and consistent approach across the school ensures that teachers build on what pupils have achieved already. Pupils enjoy mathematics.
- The teaching of reading is good; standards are rising steadily. The teaching of phonics (letters and the sounds they represent) is good from the early years onwards. The strong focus on interesting texts is encouraging pupils to read more. Older pupils who have not had this level of phonics teaching when they were in key stage 1, particularly those who are lower attaining, are not always confident with unfamiliar vocabulary and so struggle to make sense of their reading. A few do not read enough at school or at home.
- The best teaching occurs when teachers provide high levels of challenge in the work they set, for example as in the Year 2 mathematics lesson on the relationship between addition and multiplication. In this lesson, pupils were encouraged to think, reason out their answers and explain their methodology with confidence. Pupils enjoyed 'playing' with numbers, sorting and building blocks to show that they understood their learning and could apply it confidently to further calculations at a more complex level.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Most pupils try hard with their work and work carefully to do their best. A few are less conscientious, taking insufficient care over their work and not completing tasks as well as they could. They put in too little effort to achieve well.
- Younger pupils, eager to please, enjoy praise and respond well at all times. A few older ones have to be reminded to work more quickly. Pupils know that staff will help them if they get stuck. Those who find learning difficult value the extra help they receive and parents appreciate this level of care and nurturing.
- The school works well with other agencies as appropriate to make sure that all aspects of pupils' personal development and welfare receive attention. This includes working with parents and their children in need of timely intervention to pre-empt more serious issues.
- Pupils say that they feel safe in school and staff deal with any incidents fairly. Pupils understand how to stay safe in different situations and know that any form of bullying is unacceptable, including name-calling and online bullying. They say that such incidents do occur but are dealt with promptly. They are aware of fire- and road-safety procedures and whom to go to if they are worried or upset.
- Pupils enjoy taking responsibilities as they consider their roles in society. At lunchtimes, older pupils help younger ones with meals and tidying up. They set a good example to those who find it difficult to manage their behaviour. Most respond promptly when reprimanded because they know that this is the way to behave.
- Pupils engage enthusiastically in enterprise and fundraising activities, understanding well that they should support others. Most show high regard for their environment and know not to drop litter and damage property. Lapses do occur however, and are not always addressed effectively.

Behaviour

- The behaviour of pupils requires improvement.
- While most behave well in classrooms, a few pupils, mainly in key stage 2 where teaching is not strong, lose interest and disengage. They do not make as much effort as they should and take little pride in their books, with careless errors going unchecked and scruffy written work that is too difficult to read.
- A few pupils are less well behaved around school, in the dining hall and playground. They know the school's rules for behaviour in all circumstances, but a small number disregard these rules by running along corridors, playing on the stairs and generally jostling others in their haste. Boisterous play in the playground by a few puts others at risk of accidents. These incidents sometimes go unchecked by staff.
- The school keeps relevant records of incidents of poor behaviour and relays any concerns to parents when necessary. Most parents support the school's efforts to help their children learn through homework.

- Pupils have good relations with each other, and pupils from different backgrounds play happily together and enjoy the friendships they make. Most are very polite and courteous. They help each other in lessons and share resources sensibly.
- The school's support and guidance procedures for pupils who are particularly vulnerable are good. Staff know these pupils and their circumstances well and do everything they can to encourage pupils to try their best and participate in all that the school provides. Health and care arrangements are good.
- While attendance has improved since the previous inspection, it is below the national average. This is not helped by the fact that persistent absence has risen, with a few pupils missing too much school regularly, despite the school's best efforts to encourage parents to send their children to school every day.
- The breakfast club is popular among pupils and parents. Many enjoy the time to socialise, and those pupils who need help with homework or want to do other schoolwork are supported effectively. A number of pupils use this time to attend sports clubs because they enjoy the activities these offer.

Outcomes for pupils

require improvement

- At the end of Year 6 in 2015, while standards in reading and mathematics were close to average, they were below average in writing. The proportion making the expected progress has increased since the previous inspection, but pupils' workbooks in key stage 2 indicate that progress in writing is well below age-related expectations. Too few pupils are working at above age-related levels in all subjects because teaching over time has not been consistently good and expectations of the most able are not high enough.
- Pupils are currently working at well below age-related expectations in writing because strategies to improve writing have not yet taken full effect at key stage 2. Errors in spelling, grammar and punctuation limit their overall achievement not only in English but also in other subjects.
- Current pupils have challenging targets for the year end but at present only about half are on track to achieve these targets. Extra support is planned to accelerate progress, but some pupils have significant gaps in their learning due to previous weak teaching and insufficient challenge for the most able.
- Progress at key stage 2 is rising but it is still not consistently good in every class and every subject and so requires improvement. Almost all pupils are now making at least expected progress at key stage 1.
- Given children's lower than typical starting points in Nursery, they make good progress in the early years. In 2015, while still below the national average, an increased proportion of children attained good levels of development. Up until this year, attainment on entry to Year 1 has been below average. Current data from the school shows that children's performance is likely to be closer to that seen nationally.
- In 2015, results in the phonics screening test in Year 1, although still below average, were above those at the time of the previous inspection. Children make a good start to their learning of letters and the sounds they represent (phonics) in the early years and this is maintained effectively across Years 1 and 2. Support is provided for pupils who still lack confidence in reading at key stage 2. Pupils enjoy the reading sessions where they work with teachers to explore texts and vocabulary in more detail.
- In the tests and assessments in 2015, standards at the end of Year 2 were broadly average in reading and mathematics. They were slightly lower in writing but not significantly so. This reflects good improvement since the previous inspection, largely due to the quality of teaching in Years 1 and 2.
- Pupils who have special educational needs or disability make good progress against their low starting points. They are supported and challenged well, and make good progress, but with teaching currently being too variable at key stage 2, not all of these pupils are on track to achieve well.
- Pupils learning English as an additional language are often very highly motivated to do everything their classmates do and so work hard and make rapid gains.
- Disadvantaged pupils make good progress. At the end of Year 6 in 2015, their attainment was in line with pupils nationally in reading, writing and mathematics. This is because they receive good support through activities that are matched accurately to their needs. They did not attain as well as their classmates in 2015 due to gaps in their learning. Those who are at the school long enough make good progress, but those who join late in key stage 2 do not always have the grounding they need to achieve well. The gap between these pupils and those who are not eligible to receive free school meals is closing successfully.
- Attainment in reading was average at the end of both key stages in 2015. With improvements in the teaching of phonics throughout the school and a strong focus on reading in every class, standards in reading are rising. Pupils are on track to make at least the expected progress in reading this year.

- Pupils are working at age-related expectations in mathematics because the teaching of mathematics is good. The curriculum develops pupils' understanding and skills step by step, and pupils enjoy their learning. They undertake calculations confidently and recognise what operations they need to apply and in what sequence to solve multi-step problems correctly.

Early years provision

is good

- Leadership and management of the early years provision are good. The teaching and provision in the Nursery and Reception classes are good and are strengths of the school. Children make a flying start to their education from as early as two years old because staff plan for children's needs effectively.
- Children start in the Nursery with knowledge and skills that are much lower than is typical for children aged two or three. Many have had little experience of being away from their parents, but settle quickly because induction arrangements are effective in introducing them to school. Rules ensure an orderly environment and children quickly take responsibilities, such as helping to tidy away and listening when others are talking. Children behave well at all times and play safely when not working with adults.
- The school's priorities to support children's early development, particularly in speaking, reading, writing and mathematics, as well as their personal and social development, are managed well. Home visits before children start at the school give staff a good insight into the needs of each child, and subsequent assessments ensure that children build successfully on what they know and can do. Parents are kept well informed if staff have any queries or concerns; dialogue between home and school is good.
- The classrooms are lively, enticing and well resourced. Children flock to see what is new and happily try everything staff steer them towards because they feel safe at school. For example, the introduction of a timeline to children in the Nursery helped them see what they should do, and a number of children revisited this pictorial chart when unsure of what to do next. Older children in the Reception classes, more familiar with the routines, settle to activities enthusiastically. They relate well to others and set a good example to those who are less sure of themselves. Younger children aspire to this level of confidence by copying older children and playing with them regularly.
- Children have good opportunities to talk to each other and to staff, and this helps staff identify any children who need additional help to support their learning. The care and safeguarding arrangements are good and children grow and thrive in an atmosphere of high expectations for behaviour and for learning.
- Children enjoy stories and rhymes and listen avidly even when they have heard popular stories before. This familiarity gives them confidence to recount stories to others or recite as they play.
- The focus on phonics is good and children in the Reception classes know many of the letters and sounds well enough to recognise them when they read or write. The love of reading and books generally is promoted well, as is children's confidence to use computers and digital cameras to capture their learning.
- By the end of the Reception Year in 2015, many children attained good levels of development, being only marginally behind the national average. This year, a higher proportion are on track to reach these good levels of development and some are exceeding them because of the quality of teaching.
- Children make good progress and are prepared well for Year 1. This is considerably better than in previous years.

School details

Unique reference number	130335
Local authority	Sheffield
Inspection number	10011972

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

Type of school	Primary
School category	Maintained
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	494
Appropriate authority	The governing body
Chair	Pam Gibson
Headteacher	Jane Hobley
Telephone number	0114 250 2760
Website	www.norfolkcps-sheffield.co.uk
Email address	headteacher@norfolkcps.sheffield.sch.uk
Date of previous inspection	28 January 2014

Information about this school

- This school is larger than the average-sized primary school.
- The school has provision for early years that starts from when children are aged two. Children attend part time from after their second birthday. Children continue to attend part time until they start in the Reception classes, when they attend full time.
- The proportion of pupils from a minority ethnic background is above the national average. A significant proportion of these pupils learn English as an additional language.
- The proportion of pupils who have special educational needs or disability is above the national average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is well above average. (The pupil premium is additional government funding provided to support disadvantaged pupils, including those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils moving in and out of the school at times other than the start of early years is above average.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club for pupils and parents. There is also care provision for pupils before and after school. These arrangements are managed by the governing body.
- A number of staff are new to the school since the previous inspection.

Information about this inspection

- The inspectors observed teaching throughout the school; a number of observations were carried out jointly with the headteacher and the two assistant headteachers. In addition, the inspectors and senior leaders scrutinised pupils' workbooks and inspectors listened to pupils read aloud.
- Meetings were held with pupils, the chair of the governing body and three other governors, the headteacher, senior and middle leaders, and subject leaders. The inspectors also had a meeting with a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation.
- Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- Inspectors considered the four responses to the online questionnaire, Parent View, and the few parents who expressed their views via text message to Ofsted. Inspectors also listened to the views of a significant number of parents who spoke to inspectors during the inspection.
- The inspectors also took account of the 18 responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.
- Inspectors took into account the views of the 19 pupils who submitted their views via the online pupil survey, and also considered the views expressed by a number of pupils during the inspection.

Inspection team

Rajinder Harrison, lead inspector	Ofsted Inspector
Elizabeth Lawley	Ofsted Inspector
Susan Birch	Ofsted Inspector

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