

Ore Village Primary Academy

Rye Road, Hastings, East Sussex TN35 5DB

Inspection dates	26–27 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	Require improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Until recently, leaders and governors have not done enough to make sure that teachers are accountable for pupils’ progress. Consequently, too many pupils are working below the standard expected for their age, particularly in writing.
- Pupils are not given enough opportunity to solve problems in mathematics and build on what they already know.
- Teachers do not accurately consider what pupils can already do when planning lessons. As a result, work is not consistently well matched to pupils’ needs, particularly for the most-able pupils.
- Some pupils do not work hard or listen well enough when they are working on their own. Occasionally, staff do not make sure that pupils behave well. Because of this, some opportunities to learn are wasted and, sometimes, other pupils are prevented from learning.
- There have been frequent changes to school leadership since the school became an academy, which has led to ineffectual performance management and development opportunities for some staff. Some staff do not feel part of the school’s journey.
- In early years, the outdoor and indoor learning environments do not provide children with stimulating and engaging experiences, which prevents them making as much progress as they could.
- In the past, governors have not been sufficiently focused on school improvement and making sure that leaders are taking effective action to improve the quality of teaching and learning, and achievement of pupils. Too few governors have received adequate training to help them in their role.

The school has the following strengths

- The new co-headteachers know what needs to be done to improve the school. Their rapid actions and those of middle leaders have already brought about improvements to teaching and learning.
- The academy trust provides clear direction, challenge and support to leaders.
- The curriculum is exciting and underpinned by rich texts that ensure literacy is being developed across a wide range of subjects.
- Safeguarding practice ensures that pupils are safe.

Full report

What does the school need to do to improve further?

- Leaders should continue to improve the quality of teaching and learning to secure good outcomes, by:
 - ensuring that teachers make good use of information about pupils' starting points to set work that is better suited to pupils' learning needs, particularly for the most-able pupils
 - increasing the proportion of pupils working at age-related expectations in writing across the school, including in early years
 - providing pupils with greater opportunities to solve problems in mathematics, thereby deepening their understanding and ability to apply what they know
 - ensuring that all staff have high expectations of pupils' conduct and learning behaviour, especially during the times when children are moving to and from activities.

- Improve the quality of early years, to ensure that all children get the very best start, by:
 - undertaking the planned improvements to the indoor and outside learning environments to ensure that children have interesting and challenging learning opportunities
 - continuing to support the work of all adults who work with children to ensure that the questions they ask and the language they use improves children's knowledge and skills.

- Improve the effectiveness of leadership so that it has a clear and sustained impact on moving the school to good, by:
 - managing the performance of teachers effectively and ensuring that all staff who work in the school understand and feel part of the improvement journey
 - improving further pupils' behaviour by using all the information that the school has, to look carefully at what is happening inside and outside of classrooms and then planning improvements based on this
 - ensuring that all new governors clearly understand their strategic role in planning for improvement and have undertaken training that will help them fulfil their role
 - continuing to work in partnership with parents to improve attendance and reduce persistent absence.

Inspection judgements

Effectiveness of leadership and management **requires improvement**

- The new headteachers have a clear understanding of the school's performance. They have correctly recognised the need to make rapid improvements to the quality of teaching so that pupils make greater progress in all subjects, and to provide additional training for teachers and teaching assistants. Some teachers and leaders receive personalised support from the academy trust to strengthen and build their skills, so they are more able to tackle areas for improvement in the school.
- The headteachers have swiftly implemented changes to many aspect of the school's work, including strategies to improve the provision in the early years foundation stage. The school's rapid action plan is acutely targeted on what needs to be done, with clear strategies to ensure improvements are achieved. Useful milestones are identified throughout the year so that governors and the academy trust can check that the pace of improvement is quick enough.
- Leaders have ensured that staff are now clearly focused on raising the achievement of pupils in the school because expectations are communicated effectively. Teachers are deeply aware that they are responsible for the progress pupils make in reading, writing and mathematics. However, leaders' expectations of staff have not been communicated as effectively as they might have been in the past. This has resulted in some staff feeling excluded from the school's journey over the last two years.
- Teachers who are new to the profession are supported well by leaders. Effective mentoring and training has helped teachers to quickly develop their confidence and skills, which has impacted positively on pupils' learning. Historically, however, processes for managing staff performance have not been effectively implemented. Performance targets have not been used to challenge staff and equip them with the skills they need to raise the quality of their teaching to maximise the progress that pupils make. School leaders are addressing this as a matter of urgency.
- Phase leaders are enthusiastic and know their areas of responsibility well. They have clear action plans in place that identify where improvements need to be made. They accurately summarise what actions are already making a difference. The academy trust has supported them to develop as leaders. As a result, phase leaders have supported senior leaders in raising the quality of teaching. These middle leaders are keen to increase the contribution they make to school improvement.
- The assessment leader is extremely knowledgeable about the progress and achievement of pupils, including those who are vulnerable. Performance information is analysed in impressive detail so that pupils who are at risk from falling behind are quickly identified and, where appropriate, interventions are put in place. Teachers are accountable for identifying strategies and activities that will meet the needs of all learners. Despite these strengths, assessment information is not used consistently well to make sure that learning is well matched to the needs of learners across the school, and in particular for the most-able pupils. Subsequently, the progress that pupils make is not as strong as it could be.
- Leaders use a wealth of information to evaluate the quality of teaching throughout the school. Leaders coach and support teachers to improve their practice, which helps teachers to become reflective practitioners. Weekly training focuses on improving teachers' skills. Leaders have acted decisively to eradicate inadequate teaching. Consequently, the quality of teaching has improved but remains inconsistent.
- Additional government funding given to the school, including pupil premium and sports funding, is allocated well to support the needs of pupils. Because of this, the needs of disadvantaged pupils are met more effectively and their progress has increased. Effective use of sport funding has increased the range of sport available to pupils during physical education lessons, enabled pupils to access sport after school and improved the ability of staff to deliver high-quality physical education lessons.
- The curriculum has been rejuvenated. Leaders have developed a curriculum that is stimulating and focused around high-quality reading text. This has resulted in a topic-based curriculum that is immersed in literacy. The curriculum is broad and balanced and underpinned by exciting themed weeks, for example on Shakespeare and India. Importantly, leaders have made certain that reading, writing and mathematics are promoted throughout the curriculum. As a result, pupils are learning to transfer important core skills.
- Pupils' spiritual, moral, social and cultural development is strong because it is embedded throughout the curriculum. For example, pupils learn about a range of religious beliefs and values, and how to be a valuable member of a team. Some work on tolerance and respect for the rule of law has been undertaken. Leaders are aware that further work could be done to promote British values and to prepare pupils for life in modern Britain.
- Leaders are introducing a new system to encourage all pupils to behave well and to make certain that staff consistently apply the school's behaviour policy, despite the fact that there has been a significant

reduction in inappropriate behaviour this academic year. It is too early to measure the impact of these measures, and this is true for a number of new initiatives and plans which have recently begun.

- Parents are generally positive about how much their children enjoy school and how well they are cared for. Most parents feel that staff are approachable and actively encourage them to be part of their children's education. Parents are particularly positive about the work of the Nursery staff to welcome parents into the classroom. However, some parents express concerns about the frequent changes to leadership and the impact this is having on their children. They state that communication about important changes has not been as clear as it could be.
- The arrangements for safeguarding are effective in ensuring that pupils are safe. Staff have received appropriate training to help them protect pupils from harm, including training about child sexual exploitation. Leaders demonstrate that they are able to safeguard pupils during serious incidents, such as the recent fire at the school, and take further action to strengthen procedures further. The school works in partnership with other professionals, such as the police and fire service, to help pupils understand how to keep themselves safe. The processes to recruit staff are secure and the single central record is well maintained. Despite these clear strengths, the school's record-keeping relating to behaviour is not as comprehensive as it should be.
- The academy trust has supported the school and held leaders to account. The trust has provided leadership training for all phase leaders and this has impacted positively on their ability to support senior leaders. They have provided expertise and funding to improve the provision in the early years foundation stage. Current leaders have welcomed this support and challenge and acted upon the advice given to them. Leaders are not dependent on this support to improve the school. The school also works in partnership with a group of seven local schools, known as the Hastings Alliance. This group has worked together to make certain that the school's judgement on how well pupils are doing is accurate.
- **The governance of the school**
 - The governing body restructured when the school became an academy and a scheme of delegation is in place. Governors are directly responsible to the Kemnal Academies Trust. There have been many changes to the membership of the governing body since that time. Consequently, there has not been sufficient priority given to strategic actions to improve the school. The new chair of governors is highly experienced and knowledgeable about what needs to be done and understands the role of governors well. Governors are already sharply focused on their duty to oversee the finances of the school to ensure public funds are appropriately spent.
 - New governors have yet to complete training that would help them fulfil their role and challenge leaders fully.

Quality of teaching, learning and assessment

requires improvement

- Teaching is not yet consistently good throughout the school. As a result, not enough pupils make good progress from their starting points. Pupils' progress in reading, writing and mathematics varies between classes.
- Where teaching is stronger, work is well matched to pupils' ability, including the most-able pupils. Teachers have high expectation of pupils' learning and behaviour. Consequently, pupils make progress because they are encouraged to apply what they know. In the best examples, pupils build on prior knowledge and have access to resources that provide them with opportunities to develop their own strategies and become confident learners. Where this is not the case, pupils are too dependent on support to help them complete work and understand what they need to do next. Too many pupils cannot confidently recall what they know to help them pick up new ideas quickly. For example, few younger pupils can recall number bonds to 10 and 20 to help them with addition and subtraction.
- The school's recent focus on improving the quality of teaching and learning in reading has paid dividends. Teachers prioritise reading as an essential skill for life. Pupils told inspectors that reading helps them to use more interesting words in their writing. They know how important it is to read at home. Phonics (letters and the sounds that they make) is taught well. Consequently, pupils can segment and blend sounds to tackle more difficult words, such as 'decided'. As pupils get older, they read fluently and are inquisitive about the meaning of words and phrases. During this inspection, pupils' books were examined and it is evident that few pupils are able to apply their phonics knowledge to help them spell unfamiliar words accurately.
- The school has worked hard to design a curriculum with literacy at its heart. Pupils are exposed to high-quality reading materials which form the basis of topic work. The school has introduced inspiring themes, such as 'Giant Week', when mysterious huge footprints were found on the playground and pupils had to

explore and investigate what may have left them! In a Year 3 lesson, pupils were improving their own stories, based on 'vegetable superheroes', by designing exciting characters, creating imaginative settings, and developing thrilling build-ups and dilemmas. As a result, pupils, particularly boys, have been inspired to write and this has resulted in stronger progress in their writing. In addition, pupils say that useful feedback provided to them by teachers about their work is helping them improve and achieve more highly.

- Teachers use accurate mathematical vocabulary and precise learning objectives to help pupils learn basic mathematical skills. However, not all teachers use information about what pupils already know and can do to make sure that progress is swift enough. There is too much repetition of work even when pupils find the work too easy. In addition, there are insufficient opportunities for pupils to apply what they know to solve more complex mathematical problems in order to reach the highest standards in mathematics.
- This academic year, leaders have launched a suitable assessment system that tracks progress across all subjects in the new curriculum. Teachers are already using this to gather important information about each pupil's learning. However, teachers do not reliably consider how well pupils are learning in lessons or make use of this information to plan what work to set next. This means that work is not consistently well matched to pupils' varying abilities. More-able pupils are not constantly challenged to make sure that they make good progress and less-able pupils are sometimes confused because work is too difficult for them.
- Additional adults are deployed well. They commonly use questioning to draw out pupils' knowledge and skills, and use this to deepen pupils' understanding. In early years, staff are less confident to engage in effective dialogue that moves learning forward. This prevents children from making as much progress as they are able to, especially in their communication and language development.
- Behaviours for learning, such as good listening and valuing the contributions of others, are emerging strengths in some classes. Where this is the case, pupils work well with one another and can concentrate on their work. However, low-level disruption occasionally impedes learning in a small number of classes, particularly as pupils move from one activity to another. Although inappropriate behaviour is challenged, a small number of pupils do not respond to instructions given to them by staff.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Attendance remains stubbornly below the national average despite clear strategies implemented by leaders. A range of strategies are in place to increase the proportion of pupils who are in school every day, including no authorisation of term-time holidays and the chance of winning a raffle prize for pupils who attend every day. After a promising start, attendance has fallen below the national average. This is due to a prolonged spate of illness which affected a large number of pupils. However, the school works closely with families to reduce persistent absence and to inform parents that poor attendance seriously impacts on pupils' ability to make progress in school.
- Most parents say that their children are happy at school and looked after well.
- Pupils feel safe. They know who to turn to if they are worried. They understand what bullying is and say that it is dealt with effectively by adults if it does occur. Although there is clear evidence of the school's work to teach pupils how to be safe online, pupils could not talk about this aspect of the school's work in detail.
- A small number of pupils do not have positive attitudes to learning and this very occasionally has an impact on other pupils' ability to focus on their work and get the help from adults that they need. Occasionally, pupils do not listen well or work hard. Pupils do not concentrate or complete as much work as they should. Consequently, when this is the case, learning slows.
- Work in pupils' books and observations in lessons show that most pupils sustain interest in their work. They persevere when work is challenging. Pupils know when they have done well and express pride in their work. They are particularly pleased with how much their handwriting and presentation has improved.

Behaviour

- The behaviour of pupils requires improvement.
- There has been a significant fall in incidents of inappropriate behaviour this year and a sharp reduction in the proportion of pupils who receive fixed-term exclusions for more serious breaches of behaviour. This remains above the national average, however.
- Records indicate that incidents of bullying and use of derogatory language are rare.

- The school has a system for managing behaviour, with appropriate rewards and sanctions in place. School leaders are on the brink of introducing a new behaviour system to help to reduce incidents of inappropriate behaviour. However, not all staff consistently and persistently follow the guidelines and expectations currently in place and do not ensure that pupils' conduct and learning behaviour are appropriate at all times.
- During this inspection, the majority of pupils were polite, well mannered and communicative. Pupils frequently held doors open for inspectors and answered questions enthusiastically.
- High levels of supervision mean that staff can be vigilant when pupils are on the playground. As a result, most pupils play together nicely, especially when additional activities are provided and staff engage with pupils. Younger pupils enjoy breaktimes and get on well with one another. Unfortunately, a small minority of pupils do not behave appropriately during breaktime and at lunchtime, and continue to behave inappropriately, even when staff ask them to stop.

Outcomes for pupils

require improvement

- Outcomes require improvement because despite recent upturns in pupils' progress, not enough pupils are achieving well from their starting points. This is because most pupils make broadly expected progress, and while some make greater than expected progress, this is not sufficient to help them rapidly reduce the gaps between their achievement and that of other pupils nationally. The progress of pupils varies across year groups in reading, writing and mathematics, reflecting variations in the quality of teaching. Where teaching is weaker, pupils are not making enough progress and fall behind in their learning.
- Recent changes to leadership have ensured that teachers have raised their expectations and are aiming higher. However, this has not yet enabled all pupils to make strong progress from their starting points over time. Progress is not as rapid as it could be.
- Pupils enter the school with abilities that are generally below those typical for their age. Some pupils make good progress during early years and key stage 1 to ensure that a higher proportion of pupils are working at the expected standard for their age by the end of Year 2. For example, less than one in five pupils entered the early years at the typical standard for their age in reading, yet by the end of early years this had risen to two thirds. The number of pupils achieving a good level of development at the end of the early years has risen from 11% in 2013 to 61% in 2015.
- The proportion of pupils reaching the expected standard in phonics is improving and the gap between pupils' achievement at the school and national figures has almost been eradicated. The proportion of pupils achieving the standard expected by the end of Year 2 is in line with the national average. The school's assessment and performance information indicates that outcomes for current Year 1 pupils are likely to improve further.
- In 2015, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6. Attainment overall is below the national average. However, there are consistent signs of improvement in standards throughout all key stages, including key stage 2, where moderation has validated that teachers' judgements about how well pupils are doing are accurate.
- The proportion of pupils working above the standard expected for their age across most year groups is increasing. This is particularly noticeable in early years and Year 1. Nevertheless, the most-able pupils throughout the school are not achieving as well as they should because tasks are not consistently challenging enough. As a result, too few pupils reach the highest levels of attainment by the end of Year 2 and Year 6 in reading, writing and mathematics.
- Attainment in writing is weaker than in mathematics and reading. Although there are pleasing signs of improvement, pupils' ability to spell and use punctuation accurately, and write complex sentences, is commonly below the expected level for their age. Leaders are correctly prioritising improvements in writing as part of the exciting changes to the curriculum.
- Pupils with disability and those with special educational needs are making progress that is broadly in line with other pupils given their starting points, and is strongest in mathematics. This is because pupils are supported well and leaders know the needs of pupils. Leaders are currently reintroducing effective interventions to meet the needs of pupils who require extra help to make progress.
- Disadvantaged pupils make progress that is comparable to their peers in the vast majority of subjects and year groups. Evidence in pupils' books and the school's own performance information show that the attainment of disadvantaged pupils is improving in line with their peers. The proportion of disadvantaged pupils likely to reach the expected standard in phonics is higher than their peers and will exceed the national average for all pupils.

Early years provision

requires improvement

- A recent change to the leadership of early years is having a positive impact on provision. Leaders have an accurate understanding of the strengths and weaknesses within early years. They know what needs to be done to make sure that the early years provision improves. The academy trust provides valuable expertise to support the school and has engaged fully with the head of school improvement and director of children's services from East Sussex local authority
- Children start early years with skills and knowledge that are typically below those expected for their age, especially in writing. Children are given an increasingly beneficial start to school. The proportion of children reaching a good level of development has increased significantly over the past three years, including for disadvantaged pupils, and is now just below the national average. This means that more children are well prepared for transition to Year 1 both academically and emotionally.
- The Nursery class provides a huge indoor area for children to learn, play and explore. 'Task cards' are available for staff at each activity. These ensure that all adults are clear about the purpose of the activity and what learning needs to take place. Children are encouraged to use good manners, by saying please and thank you during role play and snack time.
- Children change their reading books every day with the support of an adult. Reading records are well kept, so that staff are able to provide extra support to children who have not read at home. This is helping children to enjoy reading at an early age. Children in Reception class excitedly told inspectors that the seeds they had planted would grow into a beanstalk like the one that Jack climbed. A number of children built bridges out of construction bricks to re-enact *The Three Billy Goats Gruff*. This group of children were able to estimate how big the bridge needed to be to make sure the troll could hide underneath it.
- Children are provided with opportunities to develop their skills across all areas of learning. However, the indoor and outdoor environments are not particularly appealing and inspiring, particularly in Reception class. Children are not provided with enough stimulation to motivate them and engage them, therefore a small number of children become distracted and distract others. Leaders have recognised this. They are working closely with the academy trust to implement much-needed improvements to the early years environment to facilitate more progress across early years.
- Opportunities for writing, encouraged through a language-rich environment, are not as widely available as they could be. Because of this, too many children are at the very early stages of writing and are mark-making, rather than consolidating letter formation. As a result, children make less progress in their writing than they could.
- Children happily communicate with adults and talk about what they are doing. During this inspection, adults in the Nursery class enriched children's vocabulary by naming fruit and vegetables, and by exploring early mathematical language, such as 'heavy' and 'light'. Sometimes, adults miss the chance to deepen children's understanding by asking probing questions, when children are talking to them about their learning experience.
- Parents are positive about the opportunities they receive to be part of their children's education. For example, they enthusiastically attend 'Weave the Magic' events at the school which combine learning with practical activities, such as washing up. This is helping parents to continue their children's learning at home.
- Children are safe and cared for. The perimeter fence is secure. Appropriate safeguarding policies are in place, such as the mobile phone policy, which provides succinct and clear guidelines for staff to follow regarding use of personal mobile phones within early years.

School details

Unique reference number	139683
Local authority	East Sussex
Inspection number	10011709

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

Type of school	Primary
School category	Academy sponsor led
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The Kemnal Academies Trust
Chair	Dick Brown
Headteachers	Neil McDonough and Rhiannon Price
Telephone number	01424 422 979
Website	www.ovpa-tkat.org/
Email address	office@ovpa-tkat.org
Date of previous inspection	No previous inspection

Information about this school

- The school opened as an academy in September 2013 as part of the Kemnal Academies Trust.
- Ore Village Primary Academy is much larger than the average-sized primary school.
- In 2015, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The proportion of pupils who are eligible for the additional government funding known as the pupil premium is much higher than the national average.
- The proportion of pupils for whom English is not, or believed not to be, their first language is well below the national average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils with disability and those with special educational needs is well below the national average. The majority of pupils within this group have moderate learning difficulties.
- The number of pupils joining or leaving the school other than at the usual times is in line with the national average.
- Children in the early years foundation stage are provided with specialist part-time nursery sessions.
- The school runs a breakfast club and after-school clubs which are open to all children.
- The school belongs to an informal collaboration of schools known as the Hastings Alliance. It is also part of the Hastings Thrive initiative that promotes collaboration between schools to raise the achievement of all of Hastings' pupils.

Information about this inspection

- Inspectors observed all classes. A senior leader joined an inspector to observe two of the lessons.
- Inspectors heard pupils read and looked at their work jointly with middle leaders.
- Inspectors spoke to pupils on the playground and while they were in the lunch hall. They spoke to pupils about their work in lessons. Inspectors met with pupils more formally to gather their views.
- Meetings were held with: the two headteachers who co-lead the school; the inclusion manager, who is also the safeguarding lead; middle leaders; members of staff; two members of the governing body and two members of the academy trust.
- Inspectors also spoke to parents on the playground before and after the school day. They also considered the views expressed in 38 responses to the Parent View online questionnaire and to 16 comments made by parents on the parent free-text which was also available online.
- Responses to the staff questionnaire were also taken into account.
- Inspectors scrutinised a wide range of school documents, including the school development plan and leaders' evaluation of the school's work, and documents relating to pupils' safety and behaviour.
- Inspectors reviewed the checks made on staff about their suitability to work with children.

Inspection team

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