

The Oldham Academy North

Broadway, Royton, Oldham, Greater Manchester OL2 5BF

Inspection dates	24–25 May 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
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The dynamic leadership of the principal has brought a sweeping change across the school. He has sharpened systems and built a strong team. A firm platform for future success has been laid.
- The cohesive team of senior leaders have played a pivotal role in driving improvements in teaching and learning. Pupils are now making strong progress from their starting points, particularly in English and mathematics.
- The achievement of disadvantaged pupils is good. School leaders make careful use of extra funding provided to support these pupils.
- Teaching and achievement in the visual and creative arts is exceptional.
- The 'futures programme', a specialist curriculum, enriches pupils' skills and provides new experiences. All pupils have the opportunity to excel and develop interests and aspirations beyond the classroom.
- Pupils feel safe and secure. They behave and attend well and take pride in their work.
- The spiritual, moral, social and cultural education of pupils is rich and varied across the school.
- There is an impressive range of opportunities to promote British values and diversity is an impressive feature of the school.
- Pupils' careers advice is excellent across all key stages; virtually all pupils proceed into further education, training or employment when they leave school.
- The school is rigorous in keeping all pupils safe. Leaders are meticulous in ensuring that pupils receive superb care.
- Pastoral care in the woodlands centre, a provision unit, is excellent. Staff empower pupils and remove barriers to their learning, building pupils' self-esteem and improving outcomes.
- The needs of pupils who have special educational needs or disability are exceptionally well met. This ensures that pupils flourish and develop well within the school.

It is not yet an outstanding school because

- Pupils are not regularly encouraged to read widely and often; there is not a strong culture of reading across the school.
- Some teachers do not plan work that captures pupils' interest; consequently pupils are not always highly motivated to excel.
- A few teachers do not provide pupils with high enough challenge or expectations in lessons.
- Not enough pupils are resilient in their learning; nor do they have the curiosity and ability to work on their own.
- The newly formed ambassadorial advisory group is yet to be fully trained to ensure that its members can fulfil their role within the governance structure.
- Pupils' attainment is not yet at national levels across the majority of subjects.

Full report

What does the school need to do to improve further?

- Improve teaching even further so that pupils' attainment is similar to that of other pupils nationally by ensuring that:
 - more teachers have high expectations of what their pupils can achieve
 - the level of challenge in lessons is consistently high across the school
 - more teachers plan activities which instil a love and thirst for learning so that pupils develop a passion for their subjects, are highly motivated and aim to excel
 - teachers develop pupils who are more resilient and curious so that pupils are confident to seek out new information and deepen their own knowledge, understanding and skills.

- Develop a stronger reading culture across the school which fosters a love of reading and enhances pupils' fluency, oracy and comprehension skills, by:
 - ensuring that all curriculum areas contribute positively to raising the profile of reading
 - providing more opportunities for pupils to read widely and frequently across all subjects.

- Train the newly formed academy ambassadorial advisory group effectively so that its members can understand and communicate the work of the school across the local community and among parents and carers.

Inspection judgements

Effectiveness of leadership and management is good

- The principal has been instrumental in driving rapid improvement across the school. He and his able senior leaders are highly driven in their quest to provide good teaching and learning for all pupils in their care. They aspire that all pupils have the best opportunities to improve their chances of success in later life. They have 'raised the bar' and established a 'no excuses' culture among staff.
- Recent appointments of senior and middle leaders have strengthened the school's capacity for further, sustained and embedded improvement. New leaders have become very effective in a short period of time. Middle leaders now take responsibility for the achievement and personal development of their pupils and hold other staff strongly to account for the quality of their work. They have a good understanding of the needs of pupils and clear plans are in place to raise the quality of teaching and learning even further. They use the dedicated weekly subject meetings to drive up standards in their departments. They work tirelessly to improve pupils' learning. Consequently, standards are rising quickly and pupils are making good progress across the school.
- Senior leaders have a secure and accurate understanding of the school's strengths and areas for development. Inspectors agreed with senior leaders' evaluations of teaching and learning. They are under no illusions about the challenges that they face and have taken decisive action to deal with weaknesses in teaching within science, humanities and modern foreign languages. These actions have led to improvements in the quality of education pupils receive. Pupils are now making better progress in these subjects. External links with other schools are used effectively to support middle leaders and to validate and secure the work within subjects.
- Pupils are progressing more rapidly because teaching has improved across the school and senior leaders have successfully addressed the long-standing staffing problems that previously existed within the school. The quality of teaching and learning across the school is improving: the school is ready to fly.
- Leaders have established effective tracking and monitoring systems. These have empowered staff to quickly identify pupils at risk of underachieving. They are then able to support these pupils to keep them on track.
- Senior leaders understand how to improve the quality of teaching, learning and assessment; teachers access well-organised, good-quality personalised training. Middle and senior leaders coach developing teachers, providing challenge and support with appropriate pathways for improvement. Nearly all staff who responded to the Ofsted questionnaire were positive about the professional development that they receive.
- The curriculum is broad and balanced for the needs of all pupils. Leaders ensure that pupils access different curriculum pathways depending on their needs and abilities. The 'aspire' curriculum provides an alternative pathway to allow pupils with significant additional needs to succeed. It is exceptionally well led and provides an appropriate balance of academic and welfare support. Specialist support in this curriculum area is exemplary and pupils develop key skills and work towards appropriate qualifications. The visual and creative arts is a haven of good practice. All pupils study arts subjects at key stage 4, where they excel. Their obvious enjoyment was seen by inspectors who visited arts lessons. Pupils said that taking a visual and creative arts subject boosted their creativity and emotional well-being.
- As well as formal qualifications, all pupils in each year group follow a uniquely designed alternative curriculum programme, the 'futures programme'. This programme provides pupils with a variety of experiences to enhance their future career prospects. For example, pupils are able to complete a money management course and a grammar passport, and take part in an organised debate. Leaders place a high value on the programme and provide a graduation ceremony for pupils who pass in all year groups. Pupils value the experiences they gain and most sharpen their understanding about employment and future careers. One pupil commented: 'The futures programme will give me unique skills that enable me to compete in the job market.'
- The school swiftly identifies Year 7 pupils who need additional support for English and mathematics. Pupils are grouped together and follow a specific 'nurture' curriculum, which meets their needs and boosts their progress in English and mathematics. The woodlands centre also provides an additional layer of support for pupils who find it difficult in the classroom environment. The centre is well led and focused on supporting pupils' emotional intelligence, raising self-esteem and confidence alongside a strong focus on improving pupils' progress. Outcomes in the centre are exemplary.
- Teachers feel actively involved in their own learning and development and are highly complimentary of the support they receive. Nevertheless, senior leaders and governors monitor teachers' performance carefully and take decisive action if the school's high standards are not met. Senior leaders evaluate

teachers' success in raising the achievement of all groups of pupils and this is closely linked to pay progression.

- The school places great emphasis on teaching pupils of all ages about British values and life in modern society. A weekly form time is dedicated to address and promote values. This ensures that pupils develop a strong sense of social and moral responsibility. Pupils gain an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. For example, the school raises pupils' awareness of the potential dangers of extremism and radicalisation, and encourages pupils to think positively about the values in other faiths and cultures.
- The excellent provision for pupils' spiritual, moral, social and cultural development is a strength of the school. The curriculum is tracked closely and mapped to ensure that all pupils are provided with rich opportunities to debate and discuss topical issues and develop personal values. Pupils talked maturely to inspectors and were well informed about their rights and responsibilities and how to keep themselves safe and reduce the risk of child sexual exploitation.
- Leaders support newly qualified teachers and those in training extremely well. Teachers who are new to the profession are flourishing and spoke highly of the well-planned and extensive support and development programme that the school provides. Leaders coach young teachers and provide a plethora of opportunities to observe other teachers. This approach is building confidence and sharpening teaching skills among new recruits.
- Leaders work closely with the trust and appreciate the well-targeted support and scrutiny they receive. The trust has scrutinised the performance of the school effectively while also ensuring targeted frequent support, for example through the commissioning of a school improvement system leader. The school has responded swiftly to all advice and guidance and made appropriate amendments to policies and school systems. All weaknesses that were previously identified have been addressed and a platform secured for further growth and development.
- Additional funds to support disadvantaged pupils and those who need to catch up in Year 7 are used effectively. Those pupils who join the school with low reading ages are very well supported and improve quickly due to careful, targeted support.
- A small number of pupils attend a range of alternative provision; the quality of teaching and attendance of pupils is checked carefully. Pupils benefit from opportunities to participate in courses that cannot be provided in the school, such as construction.
- The school has devised a strong transition programme to support pupils effectively in their move from Year 6 into Year 7. Leaders have wisely invested in a wide range of activities to ensure new arrivals are fully informed about the school. For example, pupils are invited to attend summer school, friendship evenings and parents' evenings, ensuring that positive relationships are quickly established and any uncertainties are dispelled before pupils arrive in Year 7.
- Leaders provide frequent and detailed information to all parents regarding pupils' progress. The school is committed to engaging with parents and the community and uses a wide variety of approaches. For example, school newsletters and social media are used frequently to update parents about pupils' activities and achievements. Most parents fully support the work of the school but a very small number of parents indicated some dissatisfaction during the inspection. Inspectors found no evidence to substantiate any of these complaints.
- **The governance of the school**
 - The governance structure within the whole trust has been restructured, and consequently there is now even further support and challenge to school leaders. A Raising Achievement Board has been established to effectively scrutinise and support the school's performance and report directly to the board of trustees. The Raising Achievement Board is led by a regional education director and a team of system leaders. It has its 'fingers on the pulse' and is clear on the school's strength and weaknesses. The regional team use the Raising Achievement Board meetings to question leaders effectively and hold the school to account for its performance.
 - The Raising Achievement Board has a good understanding of information about pupils' progress and the quality of teaching, and is confident about using this to tackle underperformance. Members have rigorously supported formal capability procedures that have taken place in school.
 - The regional education director and her regional team of system leaders are highly skilled and use their expertise to support leaders. For example, the safeguarding system leader is the national lead in the trust for safeguarding and attendance. She ensures that the school is held closely to account for pupil welfare and safety.
 - Trustees, through the Raising Achievement Board, ensure that the school's finances are in good order and they understand how the pupil premium is spent and its impact.

- The new school ambassadorial advisory group has an important role in community engagement, celebration, effective communication and addressing complaints. The new school ambassadorial advisory group has not yet completed all its training for governance and as yet is not effective in communicating the work of the school to all stakeholders.
- The arrangements for safeguarding are effective. Checks made on staff are rigorous and meticulously recorded. A culture of vigilance and care pervades the school. Staff are alert to any risks and act swiftly to pass on any concerns they may have; record-keeping and the suitability of actions are appropriate. The school provides high-quality safeguarding information and guidance to pupils through planned curriculum time, form tutor time and assemblies. Staff are all trained appropriately in child protection and know what steps to take to protect pupils if they identify any concerns. Leaders have ensured all staff have been trained to recognise the signs of radicalisation and extremism and understand how to take prompt action to report it. Pupils trust members of staff implicitly because relationships within the school are so strong.

Quality of teaching, learning and assessment is good

- Teaching is improving and is now good. Consequently, all groups of pupils are making better progress. This is because leaders have strengthened teaching and learning in weaker subject areas through the appointment of good-quality staff.
- The quality of teaching is improving rapidly because teachers are keen to improve and they are provided with very good support to do so. The assessment of pupils' work is now more accurate, which enables teachers to plan well-informed lessons based on what pupils need to do to increase their knowledge, understanding and skills further. Teachers are better informed about pupils' needs and adapt their plans accordingly.
- Teachers carry out the assessment of pupils' work regularly across the school. Teachers regularly provide clear guidance to pupils so they know how well they are doing and what they can do to improve further. Pupils respond frequently and amend their work and make strides in their progress.
- Teaching assistants are deployed well in lessons and make a significant contribution to pupils' learning, particularly in supporting pupils who have special educational needs or disability. They help pupils to learn, develop skills and achieve well. Teaching assistants and teachers work together to ensure that support is well planned and sharply focused on specific learners' needs. Consequently, pupils who have special educational needs or disability make strong progress across the school.
- The teaching of science, humanities and modern foreign languages has improved markedly since the previous inspection. Pupils make good progress in key stage 3 and are improving rapidly in key stage 4.
- Teachers now have a sharper focus on the progress of all pupils and are quick to recognise where additional support is required and update their plans; they act in lessons to ensure gaps in knowledge do not become a barrier to learning and progress.
- Homework is set regularly. It is usually of good quality and assists pupils' learning and progress.
- Where learning is most effective, teachers combine excellent subject knowledge with a very secure understanding of how their pupils learn. These teachers are confident, adaptable and have high expectations of what their pupils can achieve. They inspire pupils to excel. This was most commonly seen in creative arts lessons. However, a few teachers do not have high enough expectations of pupils. Some activities in lessons do not challenge pupils enough or instil a love for learning. Consequently, pupils are not curious to learn and pupils' progress is not as strong.
- Most teachers do not ensure that pupils have sufficient opportunity to sharpen their skills and build their confidence and resilience. Some teachers are too quick to provide answers, and opportunities for pupils to discover and explore are limited. Consequently, pupils are sometimes under-challenged and lack a thirst for learning.
- Reading is well supported for pupils who have special educational needs or disability. Pupils engage with a well-organised reading recovery programme and are tracked well by teachers. They make very good progress from their starting points. However, reading is not strongly promoted across the school and a deep-rooted pleasure in reading is not well established. Leaders have not ensured that pupils read widely and often across the curriculum. Reading is not rigorously rewarded, celebrated, or its importance highlighted, to encourage pupils who are less inclined to read.

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 say they feel very safe because they are well cared for by teachers and other adults. They have a clear understanding of the different forms of bullying. Pupils reported to inspectors that they like the online anonymous reporting system that the school uses and felt that any instances of bullying were resolved quickly by staff. Year 8 pupil transition mentors provide good care and support for new arrivals in Year 7; pupils reported they felt cared for and looked after. One pupil explained to inspectors that the school is like a 'big family', and that pupils look after each other.
- The school's work to keep pupils safe and secure is highly effective. There are clear systems to support staff and pupils. For example, staff receive training about safeguarding and radicalisation, which has heightened their understanding of the danger and risks posed to pupils. Leaders have ensured that all staff are highly trained in keeping pupils safe. The school is relentless in ensuring that pupils are safe beyond the building; for instance, staff escort pupils safely onto buses at the end of the school day.
- Leaders have ensured that safeguarding and safety are clearly signposted around the school for staff and pupils. Posters are helpfully used to direct pupils to the right members of staff. For example, clear posters are displayed alerting pupils to the first aiders in school and what to do in an emergency.
- Pupils in Year 7 follow half of their timetable in a dedicated area of the school, the Year 7 Hub. This allows pupils to gain additional support and bridges the gap between the primary and secondary school learning experience. Pupils told inspectors that this approach reduced their anxiety and made them settle into school life quickly.
- The school provides a plethora of opportunities for pupils to develop as responsible individuals. For example, pupils are able to experience leadership positions as prefects, sports leaders, form representatives and members of the student council. The head boy and head girl explained to inspectors their clear understanding of democracy and the rule of law through their own election experiences. The school also embraces and promotes leadership through pupils experiencing young enterprise projects and becoming involved in the Duke of Edinburgh Award.
- The welfare and personal development of pupils is taken very seriously by all staff within the school. The school and its leaders are focused on raising aspirations and ensuring pupils embrace all challenges and opportunities that are embedded into each year group to develop and widen pupils' skills and qualities. This is the main essence of the futures programme.
- The school's pastoral care system is highly effective. Leaders monitor behaviour and attendance rigorously and act swiftly upon any concerns. The school has established effective partnerships with external agencies which enable appropriate support to be given when problems arise for pupils whose circumstances make them vulnerable. Leaders ensure that tutorial time is used effectively to underpin the culture and ethos of the school. The form tutors ensure that they prepare pupils well for playing a responsible role in society by engaging in frequent learning linked to British values.
- When pupils attend alternative provision, robust procedures and effective communication ensure that their welfare and personal development are given the highest priority and that they are encouraged to behave well.
- Pupils receive high-quality, impartial careers advice and guidance from specialists. This includes opportunities for pupils to complete curriculum vitae, write a personal statement, attend a careers fair and complete a mock interview. As a result, pupils make informed choices related to options, careers and employment. Careers advice and guidance is well organised and effective. Pupils in key stage 4 are able to speak with confidence about the range of opportunities open to them at age 16, including the variety of courses, different institutions and qualifications needed to support their aspirations. They are well prepared for their next stage of education, employment or training.

Behaviour

- The behaviour of pupils is good. Pupils are keen to learn and show respect for others. The majority of pupils show pride in their written work and their uniform.
- Pupils' behaviour and attitudes to their learning are good across all areas of the school.
- Exclusions have reduced markedly following the introduction of a clearer behaviour policy that is now applied consistently by all teaching staff. This has raised the bar and expectations are now very clear to all pupils. As a result, there are hardly any major disruptions to learning and occasional minor disruptions

are dealt with quickly and efficiently by staff. Consequently the use of the school's facility for pupils who have been excluded from lessons has now dramatically reduced.

- Pupils want to attend the school and benefit from this positive learning environment. They form good relationships with staff and cooperate well in lessons. Pupils attend lessons promptly and are well prepared to learn.
- Attendance is above the national average due to a strategic focus by leaders on raising the importance of attendance across the school and community. The school has successfully reduced the number of persistent absences.

Outcomes for pupils

are good

- New appointments across the school have strengthened teaching and learning. Changes to middle and senior leadership, combined with a stronger emphasis on improving teachers' classroom skills, are leading to improved progress for pupils. Leaders are resolute in driving improvements across all areas of the school and outcomes are rising.
- From his appointment, the principal has had a relentless focus on improving pupils' outcomes. In 2015 pupils gained, on average, half a grade higher than their expected grades due to the improved teaching and learning across the school. The school was placed in the top 10% of schools nationally for pupils' progress.
- Pupils make good progress from their various starting points in a wide range of subjects, including English and mathematics. Pupils' progress in English and mathematics is consistently good in all year groups, due to good teaching. Progress in 2016 is set to continue to rise in English and mathematics.
- Pupils enter the school with very low attainment compared to that of pupils nationally. Some pupils arrive with a considerable learning lag. A number of pupils also join the school midway through their secondary schooling. Despite these challenges, pupils are continuing to make strong progress in all year groups.
- The most-able pupils are doing well across all year groups. These pupils continue to make strong progress over a wide range of subjects because teachers provide appropriate activities to challenge and support them in their learning.
- Pupils who have special educational needs or disability make good progress from their various starting points because of the exceptional academic and welfare support that is in place. Due to early identification and effective strategic support using the catch-up funding, the least-able pupils are making strong progress across the school, particularly in English and mathematics.
- Pupils for whom English is an additional language make good progress in the different subjects because of the timely help they receive on joining the school.
- In key stage 3, the proportions of pupils making expected and more than expected progress are in line with those found nationally.
- Outcomes in science, humanities and modern foreign languages are improving because of strong new leadership and improved teaching.
- Strategies to improve outcomes for disadvantaged pupils are now having an impact and gaps are closing rapidly. Current school data provided by leaders indicates a closing of the attainment and progress gap in both English and mathematics for disadvantaged pupils. This is particularly significant at key stage 3.
- Pupils who arrive at the school with low reading and literacy levels make strong progress as a result of appropriate support and provision.
- Attainment and progress in the creative and visual arts subjects is exemplary.
- Pupils' attainment at GCSE is steadily improving over time but is not yet at national levels for pupils gaining five or more GCSE qualifications at grades A* to C, including English and mathematics.

School details

Unique reference number	136115
Local authority	Oldham
Inspection number	10012206

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

Type of school	Secondary
School category	School sponsor-led
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	850
Appropriate authority	The governing body
Chair	Michael Wemms
Principal	Martin Knowles
Telephone number	0161 652 2428
Website	www.theoldhamacademynorth.com
Email address	enquiry@theoldhamacademynorth.com
Date of previous inspection	13–14 May 2014

Information about this school

- The school is smaller than the average-sized secondary school and is sponsored by E-ACT.
- The proportion of pupils who have special educational needs or disability is above average and the proportion who have an education, health and care plan is below average.
- The proportion of pupils eligible for the government's pupil premium grant is well over double the national average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals and those looked after by the local authority.
- Almost all pupils are from minority ethnic backgrounds and speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- A few pupils are educated through off-site provision. Providers include Oldham College and Kingsland School.
- Since the previous inspection, middle leadership and some senior leadership posts have been created.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Meetings were held with the principal, members of the senior team, middle leaders, the regional education director who is the chair of E-ACT's governance structure, and the commissioned school improvement partner. Inspectors also spoke by telephone to members of staff from two external educational providers.
- Inspectors observed learning in a wide range of lessons across all year groups, including observations with senior leaders. During these observations, inspectors looked at pupils' work and talked to them about it.
- Inspectors formally interviewed a wide number of pupils and spoke to a range of pupils informally at break and lunchtime. Inspectors also observed pupils' conduct and behaviour throughout the school day.
- Inspectors viewed registration periods and an assembly, and made visits to the school's internal inclusion unit. Inspectors also sat in on a one-to-one reading session with a teacher and a pupil.
- Meetings were held with qualified teachers, including teachers who are newly qualified, and those undertaking training at the school.
- The inspection team observed the school's work; scrutinised data about pupils' achievement, behaviour and attendance; looked at documents used by leaders to check the school's work; reviewed minutes of meetings of the school governing body; and viewed records relating to the monitoring of teaching. During the inspection detailed consideration was given to policies and practices relating to safeguarding and also how the school prepares its pupils for life in modern Britain.
- Inspectors took account of the 12 responses to the Ofsted online questionnaire, Parent View, as well as data from the school's own parental surveys. Inspectors also considered emails sent by parents to Ofsted. They considered the responses to the staff and pupils online questionnaire and scrutinised an extensive range of correspondence from local employers.
- Inspectors also considered 61 responses to the online staff questionnaire and 25 responses to the online pupil questionnaire.

Inspection team

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Jonathan Smart	Ofsted Inspector

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