

Cottingham Croxby Primary School

Bricknell Avenue, Hull HU5 4TN

Inspection dates

7–8 December 2016

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

Summary of key findings for parents and pupils

This is an inadequate school

- Improvement since the previous inspection has been too slow. Pupils, especially at key stage 2, continue to underachieve. Leaders, including governors, have not acted urgently enough to ensure that pupils make the progress they should.
- Year 6 pupils are not prepared adequately for their secondary school education.
- The school's own data and work in pupils' books show that there is considerable underperformance in many subjects, including writing and mathematics.
- Throughout the school, the most able pupils are not consistently challenged in their learning. Too few make better than expected progress in reading, writing and mathematics.
- Leaders do not make effective use of the school's pupil premium funds. Disadvantaged pupils, particularly those in key stage 2 and the early years, lag behind their classmates and pupils nationally.
- The monitoring of teaching and learning lacks rigour. Expectations of pupils and staff are not high enough to secure good progress for all.
- The teaching of mathematics is weak. Pupils in key stage 2 have considerable gaps in their learning from weak teaching in the past and the school is not doing enough to address this.
- Assessments are not entirely accurate or reliable and the information gathered is not used to inform teachers' planning.
- Pupils do not apply their basic literacy skills of spelling, grammar and punctuation accurately enough in their writing in other subjects. Too often errors in their work go unchecked and so the same mistakes persist.
- School leaders and governors do not check on the school's performance closely enough to ensure that the actions they take to make improvements result in higher pupil outcomes.
- Many phase and subject leaders are relatively new to their roles and have not had sufficient impact on improving teaching and learning in their areas of responsibility.
- Provision for children in the early years requires improvement so that they are challenged more.

The school has the following strengths

- Pupils' attendance has improved and is now in line with the national average.
- An above-average proportion of Year 1 pupils met the expected standard in phonics in 2016.
- The school is a calm, welcoming environment.
- Safeguarding arrangements are effective. Pupils are safe and well cared for at school. They form good relationships with others.

Full report

In accordance with section 44(1) and 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve leadership and management at all levels by ensuring that:
 - leaders evaluate rigorously the impact of the actions they take to improve teaching and learning, particularly those relating to the most able pupils across the school
 - senior leaders check that the support and training staff receive leads to improvements in teachers' and pupils' performance throughout the school
 - leaders, including governors, use the pupil premium funding more effectively to help disadvantaged pupils, particularly those in key stage 2 and the early years, make the best progress they can
 - senior leaders and those responsible for subject and phase leadership, evaluate the quality of teaching and learning rigorously, including teachers' planning, and check that all pupils have the work they need to achieve well
 - leaders check that assessments of pupils' progress are accurate and reliable and that this information is used to plan learning that meets the needs of all pupils effectively
 - teachers provide the guidance and support pupils need to improve their work
 - teaching assistants are deployed more effectively to support teaching and learning
 - leaders evaluate the school's performance more precisely and take urgent action to close gaps in pupils' learning as a result of weak teaching over time at key stage 2
 - governors have higher expectations of all staff and hold senior leaders to account more rigorously for the progress pupils make by challenging the information they receive about the school's performance
 - the curriculum is developed further to challenge and excite pupils in their learning.
- In order to raise standards generally and to ensure that all groups of pupils make at least good progress, improve the quality of teaching, learning and assessment by:
 - raising teachers' expectations of what pupils can achieve and accelerating progress
 - making sure teachers do more to develop pupils' thinking and reasoning skills so that they apply themselves with greater enthusiasm and confidence in all their work
 - planning activities that challenge pupils appropriately, engage their interest and promote their love of learning
 - ensuring that pupils apply their basic skills of spelling, grammar, punctuation and handwriting accurately in all their work.
- Improve the teaching of mathematics throughout the school, particularly pupils' ability to apply previous learning confidently, especially when tackling multi-step problems.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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

The school may not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Senior leaders and governors have not acted urgently enough to address pupils' underachievement at key stage 2. Pupils are leaving, at the end of Year 6, ill prepared for the next stage of their education. While leaders and governors know the school's strengths and weaknesses, the actions they have taken to make improvements have been too slow to take effect. Children in the early years and key stage 1 are beginning to make better progress but those in key stage 2 are still not reaching the standards expected for their age.
- Leaders do not evaluate rigorously the impact of the actions they take to improve outcomes for pupils or question sufficiently the information on pupils' achievements to be more precise in their overview of pupils' progress. There is no sense of urgency in the school. Current leadership does not have the capacity to move the school forward.
- Leaders at all levels fail to monitor teaching and learning effectively. They do not focus sufficiently on the impact of teaching on pupils' learning and progress. Teachers' planning is not examined well enough for leaders to know whether teaching challenges pupils appropriately and the checks on pupils' work fail to identify poor performance quickly enough to secure higher outcomes. Leaders are doing too little to address the gaps in pupils' learning caused by weak teaching over time, particularly at key stage 2.
- Senior leaders do not ensure that teaching assistants are deployed effectively in all classes to strengthen teaching and learning and support higher outcomes for pupils.
- Middle leaders responsible for key subjects and year groups have not had sufficient impact in supporting school improvement. Those relatively new to their roles have not had sufficient time to raise the quality of teaching and learning in their areas of responsibility. The teaching of mathematics is particularly weak. Pupils lack confidence in their numeracy skills to apply previous learning effectively when tackling new work.
- To support teachers in realising their performance management targets, senior leaders provide staff with regular opportunities to develop their knowledge and skills through training and coaching. School-to-school partner support has had some impact in raising the quality of teaching in early years and key stage 1, but practice remains weak in key stage 2. Leaders are not rigorous in checking that the impact of any training supports higher outcomes for pupils of all ages and abilities.
- Leaders have identified the right priorities to move the school forward. However, the actions being taken are not having sufficient impact at key stage 2. Leaders are not rigorous in evaluating how effective the actions are in bringing about improvement and making modifications quickly. Areas for improvement identified in the last inspection have not been addressed sufficiently.
- The school is not maximising the pupil premium funding to ensure that disadvantaged pupils consistently achieve well. In key stage 2 and early years, particularly, these pupils lag behind non-disadvantaged pupils who have similar starting points nationally. Expectations are not high enough and learning is not supported effectively. The most able disadvantaged pupils make no better than expected progress.
- Leaders use the primary schools sports funding well to extend provision and increase

staff expertise. Pupils enjoy physical education and engage with other schools in competitive events. Impact on their health and well-being is positive.

- The curriculum includes a good range of extra-curricular provision and overall is reasonably balanced, but it fails to challenge the most able and engage all pupils effectively. Pupils' reasoning skills are not developed well and so they do not think systematically, for example, when solving problems. The development of basic skills in literacy and numeracy is high priority but pupils do not apply the skills they learn accurately or with confidence when undertaking work in other subjects.
- The school places high emphasis on promoting pupils' personal development, including their spiritual, moral, social and cultural development. Pupils know to show tolerance to others, respect diverse faiths and cultures and consider the needs of those less fortunate than themselves. However, pupils' understanding of British values is less well developed and so pupils are not prepared as well as they might be for the wider world.
- The school is not promoting equality of opportunity well. The most able pupils and those who are disadvantaged frequently fail to achieve as well as they should because teaching is not strong enough to support effective learning consistently.
- The local authority supports the school by reviewing its performance, monitoring teaching and learning and providing training to staff and governors. It has brokered assistance from the school-to-school support partner to increase capacity within the school. However, the local authority has not challenged leaders sufficiently to drive improvements urgently so pupils achieve as well as they should.

Governance of the school

- While governors are very committed to the school and have high aspirations for pupils, they do not question sufficiently the information they receive from senior leaders regarding the quality of teaching and the outcomes for pupils. They know that teaching is not good but do not challenge leaders about raising standards or holding staff to account for pupil performance.
- Governors know that outcomes in 2016 were too low at both key stages but are not as aware that pupils are continuing to underachieve this year, particularly at key stage 2. The school was in the bottom 10% of all schools nationally regarding outcomes in mathematics in 2016. The picture continues to remain a concern this year. Leadership overall is weak at all levels.
- Governors carry out their duty to monitor the performance of the headteacher but, with unreliable information, their monitoring is not effective.

Safeguarding

- The arrangements for safeguarding are effective. There is a strong caring ethos in the school. Pupils are safe at school and know how to stay safe. Staff and governors all undertake the training required to keep pupils safe and are vigilant in their duty of care to safeguard pupils' welfare. Governors and staff know what they are required to do to prevent pupils from being exposed to extremism and raise pupils' awareness of the potential dangers posed by social media sites and how to report any incidents.
- Required guidelines to keep pupils safe are reviewed and updated regularly. Checks to confirm staff are suitably vetted to work with children are rigorous. The school has good relationships with external agencies and can contact them when concerns arise

about the safety and welfare of pupils, particularly the most vulnerable. Absences are followed up promptly. The school does all it can to support children and their families when problems arise. Parents value the care staff show to them and their children. Pupils trust their teachers to help them.

Quality of teaching, learning and assessment

Inadequate

- Teaching fails to consistently challenge the most able pupils. Outcomes for disadvantaged pupils are too variable across key stages. Teachers' expectations of all pupils are not high enough. Gaps in pupils' previous learning are not addressed effectively and as a result, particularly at key stage 2, teaching over time is inadequate.
- Leaders assess pupils' progress regularly but the accuracy of these assessments is questionable. Work in pupils' books, particularly at key stage 2, shows that pupils are not making good progress because their needs are not being met effectively. Teachers' planning does not make sufficient use of assessment to help pupils build successfully on what they already know and can do. Too often, all pupils start with the same tasks even though most-able pupils could be tackling harder challenges.
- The quality of pupils' work frequently does not reflect their best efforts. Over time, where errors and untidy or unfinished work go unchecked, pupils' progress slows. Few demonstrate secure strategies to reason and think through how to solve multi-step problems systematically and set their work out step by step, so they can spot their mistakes. Errors also go unchecked in spelling, grammar and punctuation so the quality of pupils' writing in English and other subjects is poor.
- Pupils who have special educational needs and/or disabilities receive sufficient support to make expected progress. Those with specific disabilities engage in all classroom activities and receive support to meet their individual needs. The impact of the support pupils receive varies throughout the school and is dependent on the quality of planning and provision.
- Teaching assistants are not deployed to maximum effect in some classrooms to support teaching and learning. This is an issue particularly when all pupils work on the same tasks. On these occasions, the level of challenge is not sufficient for the most able pupils and too demanding for those of lower ability. Staff know the needs of disadvantaged pupils and the barriers they face in their learning. These pupils generally work alongside others without any specific additional support.
- Where pupils are encouraged to think about and discuss their ideas, this helps them make better sense of their learning. Some teachers successfully used questioning to encourage pupils to explain their learning and deepen understanding. However, practice is inconsistent. Too often, pupils complete tasks without having to think too much. Few show any real enthusiasm for learning. Lapses in behaviour do occur when teaching fails to engage pupils' interest, but behaviour is generally managed well.
- The teaching of mathematics weakens as pupils progress through key stage 2. Pupils have regular opportunities to undertake timed tests in mathematics, which they enjoy because the competitive element adds excitement. However, not all pupils have a secure grasp of mathematical vocabulary, place value, handling fractions or drawing scaled graphs. A number lack confidence when interpreting information, recording findings or questioning information and, therefore, do not make good progress.

- Stronger phonics teaching is helping younger pupils tackle unfamiliar words more confidently. Those who grasp basic reading skills quickly become fluent readers technically but many do not understand their reading well enough to talk about the books they read or predict what might happen next. A number of pupils in key stage 2 said they found reading 'boring' and explained that they do not read regularly. The least able older pupils, particularly, are not fluent or proficient in their reading and make little reference to phonics when they encounter unfamiliar vocabulary. The most able read confidently and with enjoyment, but their comprehension skills are less secure.
- Pupils develop a wide range of skills to write for different purposes. They have regular opportunities to express their thoughts in other subjects. However, due to weaknesses in their spelling, grammar and punctuation, pupils' writing is limited in its overall quality. Also, because their reading skills are not strong, some find it difficult to apply what they read accurately in their writing.
- The quality of teaching in science, history and other subjects is variable. There is good evidence that pupils undertake investigations and practical activities but, with the same expectations for all on most occasions, very few make better than expected progress.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' understanding of British values and how these values shape communities is limited. They know that they should treat others fairly and show respect and tolerance towards those from different faiths and traditions. However, they also indicated that their understanding of the multicultural nature of modern Britain is vague and they would not know how to relate comfortably with those from other cultures.
- The school is a calm, friendly place where pupils are safe and well looked after. Most pupils say they enjoy school. They work together well and are kind to others. They are particularly sensitive towards those who have special educational needs and/or disabilities. Pupils take on responsibilities to help around the school and keep their classrooms tidy.
- Pupils say they feel safe at school and that teachers will listen to them if they are worried or upset. They say bullying does happen but incidents are rare and teachers deal with unacceptable name-calling and derogatory remarks promptly. As one pupil said, 'We should not be unkind to others. It makes people upset and sad'.
- Pupils explain how to keep themselves safe in school and outside. They say that teachers remind them not to go on social media sites, 'because dangerous people might bully you or find out about your family'. They know that some internet sites are blocked at school so that pupils do not see things that might upset or frighten them.
- The school is vigilant in supporting vulnerable pupils, those with specific needs or who face complex issues in their lives at home and school. Care and support for these pupils and their families is strong and promotes a caring ethos across the school.

Behaviour

- The behaviour of pupils requires improvement. The work in pupils' books shows a lack of pride among some who take little care with their handwriting, spelling or grammar. Some pupils fail to check for careless errors or do not use rulers to plot bar graphs. Even when reminded by staff, a few ignore the guidance they receive and their work deteriorates as a result.
- A few pupils disengage in lessons, become passive and compliant and do not apply themselves well during question and answer sessions. Consequently, little progress is made. This generally happens when teaching fails to hold pupils' interest.
- Pupils' conduct around school, including the dining hall, playground and in lessons, is generally good. Pupils know the expectation placed on them to behave well.
- The school's actions to improve attendance have been successful. Most pupils attend regularly and arrive on time. Overall attendance rates have risen since the previous inspection. Current attendance is in line with the national average and persistent absences have reduced.
- Overall, pupils are friendly, polite and well mannered. They relate well to others and most persevere even when they do not understand their learning well.

Outcomes for pupils

Inadequate

- The outcomes of tests and assessments in reading, writing and mathematics in July 2016 were too low. Too many pupils did not make enough progress and so underachieved. The school is not tackling underachievement rigorously enough to ensure higher outcomes throughout.
- At the end of key stage 1, pupils' overall attainment was well below the national average for reading and writing and below in mathematics. From below average starting points, Year 2 pupils made insufficient progress in reading and writing; not enough pupils achieved the higher standards. In the 2016 phonics screening, Year 1 pupils exceeded the outcomes typical for their age. Those pupils tested in Year 2 did not achieve as well.
- Pupils in Year 6 made inadequate progress generally, but in mathematics their overall outcomes were in the bottom 10% nationally. All pupils underachieved and the performance of disadvantaged pupils was particularly poor. Pupils in Year 6 are not on track to achieve well enough to be well prepared for secondary school.
- Over the last two years, progress over time has not been good. The most able pupils are not consistently challenged to work at greater depth or achieve the higher standards in reading, writing and mathematics. Too few exceed expectations in any subject.
- The outlook for current Year 2 pupils is more promising. From their broadly average starting points at Year 1, these pupils are on track to make close to the expected progress in reading, writing and mathematics. This represents an improvement on the outcomes for 2016, but few pupils are targeted to exceed expectations.
- From below-average starting points at the start of key stage 2, pupils in the current Year 6 are working at well below the standards expected in mathematics. Too few are

working at the higher standards. There are significant gaps in pupils' learning in mathematics over time and they are not making the progress they should be currently. The level of challenge is not high enough for the most able to achieve more. Working against the clock, for timed tests, is increasing pupils' confidence in their mental agility in calculations; investigations are increasing their enjoyment of mathematics generally. However, reasoning and problem-solving skills remain weak.

- Standards in writing at the end of Year 6 were below those expected for pupils of this age. This is largely due to pupils not applying their basic skills of spelling, grammar and punctuation accurately in English or other subjects. These skills are not embedded well and few pupils draw on what they read to improve the quality of their writing. Teachers' expectations are not high enough to challenge pupils and raise outcomes.
- Standards in reading are below those expected for pupils in Year 6. These pupils have not had the quality of phonics teaching now evident in the early years and key stage 1 and so lower attaining readers are hesitant in their fluency and comprehension skills. These pupils make insufficient use of contextual clues and punctuation to read with greater confidence and accuracy. The most able readers are generally working at age-related standards rather than above because, over time, their comprehension skills too are less well developed. Overall, pupils' below-average reading skills limit their writing and learning in other subjects.
- Outcomes for disadvantaged pupils in key stage 2 and early years are lower than those for non-disadvantaged pupils nationally and pupils with similar starting points in the school. These pupils do not benefit sufficiently from the funding allocated to the school to support their needs. Overall, too many lower- and middle-ability disadvantaged pupils make inadequate progress against their starting points. The most able disadvantaged pupils make expected rather than good progress and so underachieve too.
- As a result of some improvements in teaching, pupils are beginning to make better progress this year, particularly in the early years and key stage 1. However, in-school data and work in pupils' books show that pupils' progress, especially at key stage 2, remains an issue. Too many pupils fail to achieve as well as they should.

Early years provision

Requires improvement

- Although leadership of the early years is more effective than the overall leadership of the school, it still requires improvement. The early years leader has established effective teamwork among staff. Staff plan well and children engage in a wide and varied curriculum that supports their learning effectively. However, there is lack of challenge generally and particularly for the most able.
- Children begin in the Reception classes with skills and abilities that are just below those typical for their age. Generally, most are at typical levels in all but their literacy and numeracy skills and sometimes their personal and emotional development.
- Children settle quickly and make a good start to their learning in the Reception classes. Staff know the children well because the school's induction arrangements effectively identify where children need specific help with their learning or personal development. By the time children leave the early years and enter key stage 1, many are at the levels

expected for their age in almost all the areas of learning.

- Children enjoy school. Their reading, writing and number skills are developed well but the most able children do not achieve enough. Teachers' assessments of children's achievement are not wholly accurate. Many children are already close to a good level of development at this stage of their Reception year and are on track to exceed expectations.
- Children are eager to learn and enjoy exploring the activities planned. They relate to others well, quickly accepting day-to-day routines for behaviour and conduct. They try hard when directed by staff, for example with phonics, writing and number work. They engage equally well when working on their own. They try everything, knowing that staff will help them with more challenging tasks, such as writing and problem-solving.
- Children take turns and share resources and equipment, quick to include anyone in role play and construction activities. They work and play safely and sensibly. Children know to wash hands before eating because 'You might get sick if your hands are very messy'. They also know why fruit is healthy for you and to eat 'five a day'.
- Disadvantaged children and those who have special educational needs and/or disabilities are identified early and receive the support they need to do everything their classmates do. They achieve as well as their peers over time. As with other pupils in the school, the most able are not challenged enough to achieve more.
- Links with parents are strong and staff advise parents how they can support their children's learning at home. Staff ensure that all the safeguarding and welfare checks are fully met in the early years. Care procedures are effective, with staff quick to note and pass on any concerns or worries to parents to keep them fully informed.

School details

Unique reference number	117874
Local authority	East Riding of Yorkshire
Inspection number	10019732

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	The governing body
Chair	Duncan Shaw
Headteacher	Helen Atkinson
Telephone number	01482 846171
Website	www.croxbyprimary.co.uk
Email address	office@croxbyprimaryschool.co.uk
Date of previous inspection	18 November 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger than average-sized primary school.
- The school has provision for early years that starts from when children are aged four.
- Almost all pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is in line with the national average.
- The proportion of pupils who are disadvantaged and are supported by pupil premium funding is well below the national average.
- The school has close partnerships with other schools in the local area and with the school-to-school support partner commissioned by the local authority in January 2016.
- 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.
- A number of staff are new to the school since the previous inspection.

Information about this inspection

- The inspectors observed teaching throughout the school; some observations were carried out jointly with the headteacher and the deputy headteacher. In addition, the inspectors listened to pupils read and scrutinised pupils' workbooks with school leaders.
- Meetings were held with pupils, the chair of the governing body and four other governors, the headteacher, senior and middle leaders and subject leaders. The inspectors also had meetings with local authority's school improvement officer and a telephone conversation with the school-to-school support partner from the Ebor Multi-Academy Trust.
- 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 the primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also examined.
- Inspectors considered the 39 responses to the online questionnaire (Parent View), and feedback from the 40 parents who expressed their views via text messages to Ofsted. Inspectors also listened to the views of parents who spoke to them at school and took account of the responses from parents who responded to the school's own survey of parents' views.
- The inspectors took account of the ten responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.
- There were no responses submitted via the online Ofsted pupil survey. The inspectors met with a number of pupils to seek their views about school and their learning.

Inspection team

Rajinder Harrison, lead inspector	Ofsted Inspector
Sue Birch	Ofsted Inspector
Beverley Riddle	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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