

Essex Fresh Start

Church Street, Witham, Essex, CM8 2JL

Inspection dates

6–8 June 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- The proprietor has not ensured that checks of the school's premises and accommodation are completed diligently or that weaknesses are addressed quickly.
- Leaders' and governors' evaluation of the school's effectiveness is too generous. The school's work is not appraised in enough detail to form accurate judgements.
- The school's high expectations for the mutual respect and consideration for others are not being promoted well enough through daily routines, systems, approaches and practice.
- At the Clacton-on-Sea and Witham sites, staff do not promote an open culture where pupils are trusted to move sensibly around the building.
- Pupils are too dependent on adults to supervise them closely and escort them everywhere throughout the school day. They do not take enough responsibility for their own behaviour.
- Most pupils' attendance improves markedly. Over time, whole-school attendance has risen but it is still well below average.

The school has the following strengths

- Good teaching and assessment across the school enables pupils to make strong progress in their learning from low starting points.
- The curriculum is tailored to meet pupils' wide-ranging academic, social, emotional and mental health needs. It promotes their spiritual, moral, social and cultural development well.
- Teamwork among staff is strong. Relationships between staff and pupils are good.
- Key stage 4 pupils and sixth form students study a wide range of accredited vocational and academic qualifications. This is an improvement from the previous inspection.
- Arrangements for safeguarding are effective.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, paragraphs 25, 34, 34(1)(a) and 34(1)(b). The details are listed in the report.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leaders' and governors' monitoring and evaluation by:
 - ensuring that the health and safety policy and risk assessments are checked regularly and carefully to see that they are implemented consistently and that they are effective
 - appraising evidence gathered through monitoring activities incisively, critically, objectively and in sufficient detail to improve the accuracy of self-evaluation
 - taking a fresh look at daily routines, systems, approaches and practice to ensure that they are appropriate and consistently promote the school's values.
- Improve pupils' personal development and behaviour by:
 - providing good opportunities for pupils to make choices and decisions for themselves
 - raising expectations for pupils to self-regulate their behaviour and show that they can be trusted
 - achieving attendance rates that are in line with the national average for secondary schools.

The school must meet the following independent school standards

- The proprietor must ensure that the school premises, accommodation and facilities are maintained to a high standard so that pupils' health, safety and welfare are assured (paragraph 25).
- The proprietor must ensure that persons with leadership and management responsibilities at the school:
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - fulfil their responsibilities effectively so that the independent school standards are met consistently(paragraph 34(1) 34(1)(a), 34(1)(b)).

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not been diligent enough in double checking that the premises and accommodation meet the independent school standards. On the Clacton-on-Sea site and the Witham site inspectors found rooms with windows that would not open to provide enough ventilation, electrical goods that had been missed in the annual check, a damaged electrical socket, a fire extinguisher cabinet that had not been repaired, and hot and cold water taps in a toilet that were plumbed in incorrectly.
- Leaders have not checked that systems in place for fire safety and evacuation are effective. They have taken and acted upon advice from fire service experts but have not tested out the systems well enough to ensure that they work smoothly in practice.
- Governors and leaders do not look at school procedures critically enough. For example, during the inspection, a fire extinguisher box took too long to open and a fire door that has been decommissioned still has the exit sign over it. Door locking is common practice on the Clacton-on-Sea and Witham sites without consideration of its appropriateness in developing pupils as independent, trusted members of the community.
- Leaders gather a wide range of information and evidence about leadership and management, teaching, learning and assessment, pupils' personal development, behaviour and welfare and outcomes. However, they do not evaluate the information in enough depth to arrive at an accurate judgement of their effectiveness. The school self-evaluates every aspect of its work as outstanding; inspection findings do not agree.
- Leaders and governors devise a three-year plan for improvement. The planned actions are wide ranging. They are linked to improving outcomes for pupils but they are not prioritised well enough.
- The DfE commissioned this inspection as a result of a complaint. Inspectors looked at systems and procedures that gave rise to the complaint and how well the school investigates all complaints. Inspectors found that the school follows its complaints policy consistently and it investigates and resolves complaints satisfactorily.
- Staff morale is good and staff are well motivated. Results from the staff questionnaire confirm this. Staff have confidence in the school's leadership and appreciate the good support and training they receive to develop their teaching skills. The headteacher is particularly astute in recognising leadership potential in staff members and providing them with opportunities to develop leadership skills.
- Staff are held accountable for pupils' achievement through a system of appraisal. Weaknesses in teaching are supported with a plan as well as an expectation that improvement will follow.
- The headteacher and all staff are passionate about their work and share a common goal for all pupils to be successful in their learning. Leadership of teaching and curriculum design is strong. Since the previous inspection, the school has successfully broadened the range of accredited vocational and academic qualifications that pupils are able to study.

- Regular meetings take place to review provision. The curriculum provides extensive extra-curricular opportunities for pupils. For example, pupils participate in visits to broaden their experiences. They listen to visiting speakers, learn how to cook and take part in activities such as a mock election.
- The personal, social, health and relationships scheme of work promotes British values and pupils' spiritual, moral, social and cultural development effectively.
- Leaders, particularly inclusion leaders, know the pupils extremely well. They have successfully re-engaged current pupils in learning following extensive periods of time out of school. They check that the school's provision meets pupils' social, emotional and mental health needs as well as their academic needs.
- The school embraces opportunities to share good practice across other schools in the Transitional Care Educational Services (TCES) group. Leaders draw upon expertise available across the organisation and from external providers to support improvement work.

Governance

- The governing body has not ensured that health and safety checks of the buildings and premises are sufficiently rigorous to ensure that all of the independent school standards are met.
- Governors do not have an accurate and comprehensive understanding of the quality of the school's work. They have accepted and endorsed self-evaluation that is too generous.
- The governing body has not been sufficiently discerning in checking that the school's daily routines, systems, approaches and practice supports and promotes the school's overarching values and ethos. Governors share ambition for every pupil to be prepared for adult life beyond school, yet they have agreed to procedures that keep every door locked during the school day in the Witham and Clacton-on-Sea sites.
- Governors have not ensured that pupils have enough opportunities to self-regulate their behaviour and demonstrate that they are capable of moving sensibly around the buildings without an adult escort.
- Governors possess expertise and knowledge of the core functions of governance. They have all of the necessary skills to tackle underperformance and to challenge and support school leaders to set high expectations for every pupil to be successful learners within and beyond school life.
- The governing body fulfils its role in setting the strategic direction of the school.
- Governors share ambition for pupils to be successful in learning and in their personal and physical development. The governing body ensures that staffing levels are suitable to meet the needs of all pupils and that pupils receive good-quality teaching to make at least good progress academically.
- The proprietor and governors share a profound belief that all pupils are 'teachable'. In partnership with the proprietor and school leaders, the governing body shares ambition

for pupils to re-engage with learning and enjoy success when their previous experiences of education have not met their needs.

- Governors know the school well. They meet with leaders regularly and visit the different school sites to check school leaders' evaluation of the quality of teaching and learning.
- The governing body supports leaders and holds them accountable. It welcomes challenge within and beyond the governing body. It seeks the views of staff, pupils and families. It listens to their views and works on a 'you said, we did' basis.

Safeguarding

- The arrangements for safeguarding are effective. The school's safeguarding policy is available on the school website. It is comprehensive and reflects the latest guidance from the DfE.
- Leaders and governors give safeguarding a high priority. Leaders have developed effective procedures to keep pupils safe. They share information and are acutely aware of the significant vulnerability of individual pupils.
- Everyone is alert to their responsibility to safeguard pupils. The first training provided for new staff is on safeguarding pupils.
- The school carries out a full and thorough assessment of risk for each pupil before they join the school to ensure their safety on arrival and going forward.
- Regular and thorough safeguarding training means staff are vigilant, know what to look for, and fully understand their responsibilities to protect pupils. Clear lines of communication are fully understood by all staff.
- All concerns are passed on and acted upon quickly. They are carefully recorded. Small concerns are monitored and if found to be repeated, leaders investigate further.
- The designated lead professionals are well trained to fulfil the role and are up to date with the DfE's most recent guidance.
- Record keeping is of consistently high quality, enabling leaders to retain an overview of incidents and child protection cases. Comprehensive documentation places leaders in a strong position to supervise the actions being taken to support pupils and keep them safe.
- The single central record of statutory pre-employment checks on all staff and adults working with pupils is completed properly to ensure their suitability to work with children. Requirements for recruiting staff are followed carefully and documents to evidence this are held securely in staff files.
- The school works closely with other services such as the police, social services and health professionals, and family members to make sure that all pupils are supported and safe.
- Leaders make referrals to other agencies quickly, when appropriate, and/or seek advice from the local authority designated officer for safeguarding, to inform their decisions.
- The curriculum covers all aspects of safeguarding and ensures that pupils understand how to keep themselves safe, especially online.

- Pupils are supervised continuously throughout the school day.

Quality of teaching, learning and assessment

Good

- Teaching is generally effective in meeting the needs, abilities and preferences of individual pupils. Relationships between staff and pupils are positive and lend confidence to learning. Staff are skilful and usually successful, in de-escalating situations when pupils become anxious, distressed or upset.
- Teachers have secure subject knowledge in the subjects that they teach. Teaching of mathematics is stronger than in English. Teaching in music is particularly effective. It inspires and engages pupils well and motivates them with high levels of challenge.
- Teaching is planned well with clear objectives of what pupils are expected to learn. Teachers and support staff adapt teaching well to suit pupils' individual needs and abilities. This results in pupils' sustaining interest in class enabling them to make good progress.
- Pupils are encouraged to assess how well they are doing while they are working. In an outdoor learning activity, for example, pupils constructing a 'fedge' (fence/hedge) considered if it was effective or not. This is an improvement since the previous inspection where pupils' self-reflection on their learning was an area for development.
- Curriculum planning is based on the previous national curriculum levels of attainment. Work is ongoing to implement the 2014 national curriculum. This is underpinned by a new system for assessing learning based on what pupils should know and understand by the end of each school year and will be launched in September 2017.
- Current assessment practice is thorough, regular and used by staff to determine what pupils need to learn next. Gaps in pupils' knowledge and skills are identified through the assessment process and extra teaching is provided to fill them.
- Teachers have high expectations for pupils to complete tasks and to present their work neatly and carefully.
- Technologies, such as electronic whiteboards, are used well to support pupils' learning and to capture their interest. This is also an improvement since the previous inspection.
- Adults work effectively as a team to support pupils in their learning in class. Good one-to-one support enables pupils to make at least sufficient progress.
- Teachers encourage pupils to read at every opportunity and some pupils are showing keen interest in reading books. The school has set reading as a priority in its plans for improvement. Leaders have chosen and invested in a new scheme to widen the range of reading material for pupils to choose from.
- Thoughtful transition arrangements, based on thorough assessment of the individual needs of new pupils ensure that they settle into school on arrival. Many have experienced long periods of complete absence from learning before joining the school. They make the adjustment to full-time learning in a matter of weeks.
- Provision for therapeutic education offered through the service is strong. Bespoke packages of intensive support for individuals helps to break down pupils' resistance to academic and clinical assessment so that their needs can be accurately assessed and

catered for.

- The service provides a package of comprehensive clinical treatment and therapy, provided by specialists, such as speech and language therapists, forensic psychologists and creative arts therapists. In this way, pupils' underlying mental health needs are identified and they receive the help they need to work towards independent learning in groups.
- Staff members accompany some pupils on their journey from home to one of the sites. This allows them to make contact with family members and use travel time effectively to encourage pupils to talk about any issues or concerns they have. As a result, pupils arrive at school calm and ready to learn.
- The level of challenge is not as strong in English where the work set for some pupils is too easy. This happens when targets set in pupils' individual education plans are not matched well enough to their ability. Nonetheless, over time, as seen in the work in their books, pupils make good progress from their individual starting points.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The school is not promoting an open culture by locking all areas of the school at all times during the school day. Pupils do not have enough opportunity to take responsibility for keeping themselves safe. Pupils acknowledge that the school keeps them safe but they resent the level of control imposed upon them.
- On arrival at school, all pupils are screened routinely in accordance with the DfE guidance. However, the system does not promote pupils' dignity in the Clacton-on-Sea site where pupils being screened are in view of members of public passing the school on a busy road. Pupils know that they must hand over their personal belongings including mobile phones for safe keeping during the school day, and do so.
- In class, pupils show that they know how to be successful in their learning. They complete tasks and usually engage positively in the learning process.
- Responses to staff questionnaires confirmed that the school deals effectively with cases of bullying including persistent name-calling, and cyber, racist and homophobic bullying. Bullying was not an issue raised by pupils who say that they have opportunities to discuss relationship concerns with staff, especially their key workers.
- Pupils are particularly knowledgeable and respectful about equality and the protected characteristics.
- Pupils know how to keep themselves safe online and when using mobile phones. E-safety is taught well.
- Pupils learn how to stay healthy through the personal, social, health and relationships programme. They have plentiful opportunities to learn about adopting healthy eating styles. The school provides nutritious menus for breakfast and lunch, and pupils have regular opportunities to prepare and cook their own healthy foods.

Behaviour

- The behaviour of pupils requires improvement. Within the context of pupils' social, emotional, mental health and learning needs, some pupils' attitudes are not consistently positive. Pupils who realise that they have to change their behaviour and are trying hard to do so, told inspectors that they find the negative behaviour and disruption of some individuals frustrating.
- Pupils do not have enough opportunities to make appropriate choices and self-regulate their behaviour. During the inspection, several pupils commented that they feel that their behaviour is controlled by always having adults in close proximity and having doors unlocked for them throughout the day.
- The same supervisory systems are employed for every pupil regardless of whether they show that have the capacity to take more responsibility. For example, Year 11 pupils, many of whom are close to leaving school at the end of this year, have washroom facilities unlocked for them by staff each time they need to use them. The school is not discerning enough in considering whether the 'one size fits all' approach is fit for purpose in preparing pupils for life beyond Essex Fresh Start.
- From poor attendance prior to starting school at Essex Fresh Start pupils' attendance and punctuality improves rapidly. The school acts quickly when pupils are absent. Individual attendance is monitored carefully and leaders take appropriate steps to tackle persistent absenteeism. The school has set itself challenging target of 90% attendance to aim for and improvement is evident from 78% in the 2014/2015 school year to 84% currently. However, there is still some way to go to reach the national average.
- Before lessons begin in the morning pupils make their own breakfast and chat calmly and politely with staff about how they are feeling. During breaktimes, pupils of all ages showed that they can get along well with each other and with staff providing supervision.
- Pupils understand the school's systems for rewards and sanctions. They appreciate having the opportunity to earn points that accumulate and result in them receiving vouchers to exchange for treats.
- Pupils will not follow or join in with others who are not behaving well. As one pupil commented, they 'let them get on with it' but equally they have not reached the stage where they will attempt to correct or advise others.
- Staff are trained to use physical restraint appropriately. The number of incidents has reduced since September 2016. All incidents are carefully documented. Pupils and staff are debriefed and given learning points to prevent repeated incidents.
- The school uses fixed-term exclusion as a last resort. Over three years, the number of fixed-term exclusions has fallen from 195 days to 115 days. No pupils have been permanently excluded. In accepting pupils into the school, leaders and governors are completely committed to giving pupils a fresh start with the expectation that they will either return to mainstream education or remain at the school until they reach the statutory age to leave.
- Parents confirmed that if their children display negative behaviour they are contacted but that their children get the chance to start again the following day. They value the fact that sanctions are not imposed continuously.

Outcomes for pupils

Good

- The school's assessment information and tracking of pupils' progress shows that they are making at least good progress from their starting points on entry in a range of subjects including English, mathematics and science. A few pupils are making extremely rapid progress.
- Pupils arrive at school with low attainment and gaps in their knowledge, skills and understanding as a result of missing so much school beforehand. They leave with accredited qualifications in a broad range of vocational and educational studies including: approved qualifications based around the development of personal, social and employability skills, functional skills qualifications in literacy, entry level qualifications, vocational and work-related qualifications awarded by the Business and Technology Education Council (BTEC), and GCSE mathematics and science.
- The number of accredited vocational qualifications that pupils achieve has improved notably since the previous inspection.
- Pupils acquire a range of quick-win qualifications through e-learning. Currently 80% of pupils across the school have achieved quick-win accreditation. Of the current Year 11 group, 96% are on target to achieve appropriate qualifications by the end of the year.
- The most able pupils are strongly encouraged to sit GCSE public examinations. The GCSE mathematics paper was scheduled on the second full day of the inspection. All pupils who were entered for the examination attended and took the examination.
- Disadvantaged pupils make the same good progress as their peers because their individual needs are catered for so well. Placing authorities of children who are looked after spoke highly of the school's provision and the good outcomes that pupils achieve as a result.
- Pupils show that they learn how to develop good listening skills. Pupils were riveted by a visiting speaker during the inspection. Pupils' high interest and appreciation was tangible. In a group activity pupils showed that they were able to listen to each other and contribute as a group member.
- Parents contacted by inspectors were happy that their children were making good progress in their behaviour and in their learning.

Sixth form provision

Good

- A bespoke and individualised learning programme continues for sixth form students so that post 16, they continue to make good progress in a range of subjects including English and mathematics.
- Consistently good teaching ensures that students are suitably prepared for life beyond school. The teaching of life skills is particularly successful in preparing students for the next stage of their education, training or work placement.
- The programme of therapy and support is very well matched to individual needs so that they develop and continuously improve their personal and social skills.
- Students always have an adult with them but they are taught in an open environment in

contrast to the pre-16 provision. As a consequence, students are able to show that they can move around freely and use facilities sensibly.

- Weekly team meetings involving all staff who work with individual students assess their progress. Provision is adapted accordingly on the basis of the assessments.
- Students study a wide range of suitable vocational and academic courses usually through the virtual college. They gain qualifications in English, mathematics, science, and music, food hygiene, self-assessment and action planning for employment, interview skills, health and safety, equality and diversity, money and finance. From their starting points this constitutes good progress.
- Success reports are of good quality. They show the progress students make in a range of subjects and in their personal development. Students contribute to the reports and leaders are in the process of revising the structure to improve this further.
- Careers information is impartial and well planned to enable students to make informed choices about a broad range of options.
- All students move forward into education, training or employment. Retention rates in destinations are high.

School details

Unique reference number	135150
DfE registration number	881/6056
Inspection number	10034755

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other Independent Special School
School category	Independent school
Age range of pupils	7 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	94
Of which, number on roll in sixth form	2
Number of part-time pupils	0
Proprietor	Thomas Keaney
Chair	Thomas Keaney
Headteacher	Cheryl Rutter
Annual fees (day pupils)	£37,000-£109,000
Telephone number	01376 780088
Website	tces@org.uk
Email address	cheryl.rutter@tces.org.uk
Date of previous inspection	23–25 September 2014

Information about this school

- Essex Fresh Start is a small independent day school in Essex that opened in 2007. It provides therapeutic education for up to 130 girls and boys aged 7–19 years who have not previously thrived in traditional schooling. It operates on two main sites in Witham and Clacton-on-Sea and uses two additional, smaller settings known as the Create Essex Therapeutic Hubs in Wickford and Jaywick. The two smaller sites are used to educate

pupils but the proprietor has not informed the DfE that these premises are being used, or asked if permission is needed to do so.

- Essex local authority commissions the school to provide individual educational packages for pupils who are unable to attend school. These are delivered either in the pupil's home or in rooms hired in community buildings.
- The school was last inspected in September 2014, when the overall quality of provision was found to be good and all of the independent school standards were met.
- In August 2015, following a request to the DfE for a material change, the school increased its pupil numbers from 96 to 130. Two of its original sites in Chelmsford and Harlow closed and pupils moved to the current site in Witham. There are 94 pupils on roll.
- The school is one of a group of schools owned by TCES. The proprietor, the director of clinical services and the director of operations for TCES provide the governance of the school.
- The school aims to provide a personalised curriculum based on pupils' needs that re-engages them in learning and prepares them for their future adult lives in society. The school promotes a 'code' based on British and community values that instil an ethic of hard work and the mutual respect and tolerance of others.
- All pupils have a statement of special educational needs or an education, health and care plan. All pupils have identified social, emotional and mental health needs. Some have additional learning needs and/or autism. Most pupils have experienced long periods of absence from education before joining the school.
- Some pupils are looked after by their respective local authorities.
- The school uses additional provision at Chelmsford College, Rallysport Automotive and Butterfly Lodge in Colchester and Noise Solution in Ipswich for vocational placements.

Information about this inspection

- The DfE commissioned this inspection as a result of a complaint relating to staff's and pupils' health and safety and the safeguarding of pupils. The inspection was earlier in the inspection cycle than previously planned.
- The inspectors toured the premises on all four sites accompanied by members of staff.
- The inspectors met with the proprietor, governors, the headteacher and deputy headteacher, inclusion leaders, the director of clinical services, the therapeutic education lead, and the safeguarding lead.
- Teaching and learning was observed in all four sites jointly with leaders or a governor. Inspectors observed teaching of English, mathematics, personal, social, health and relationships education, outdoor learning and music. Inspectors also looked at a sample of pupils' written work.
- Inspectors met with members of the school council and three pupils had one-to-one discussions with an inspector.
- The school's website and documentation were examined to confirm compliance with the independent school standards.
- The inspectors scrutinised policies and record keeping for safeguarding. The single central record of statutory suitability vetting, carried out on all staff and governors, was checked.
- The lead inspector looked at the school's self-evaluation of its work and plans for future improvements.
- The school provided information about current pupils' attendance, behaviour, exclusions and learning that was taken into account.
- The admissions and attendance registers, and the annual account of income received and expenditure incurred were seen.
- An inspector made phone calls to four placing authorities and spoke to family members of four pupils. There were no responses to Ofsted's online questionnaire, Parent View. The views of 13 staff who responded to Ofsted's staff questionnaire were taken into account.

Inspection team

Linda Killman, lead inspector	Her Majesty's Inspector
Heather Yaxley	Her Majesty's Inspector
Russell Ayling	Ofsted Inspector
Kay Leach	Ofsted Inspector

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