

Marlborough Road Academy

Dudley Street, Salford, Greater Manchester M7 4XD

Inspection dates

8–9 February 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- Pupils' achievement has declined since the previous inspection. Their progress, especially across key stage 2, is poor and standards are far too low.
- Pupils are ill-prepared for the next stage of their education. Too many have considerable weaknesses in their reading, writing and mathematical skills.
- All pupils underachieve. Disadvantaged pupils are a considerable distance behind other pupils nationally.
- Weak teaching in the past has failed pupils. Consequently, many pupils, particularly those in Years 5 and 6, have huge gaps in their knowledge and skills.
- Currently, the quality of teaching is too variable across different subjects. Some teachers do not have high enough expectations of the pupils that they teach.
- Teachers do not pay enough attention to pupils' differing needs and abilities. As a result, pupils who have special educational needs (SEN) and/or disabilities often flounder. The most able miss out on the chance to extend their learning.
- Leaders have not replicated their successful work in promoting pupils' social, emotional and personal development with equal rigour to pupils' academic achievement.
- Trustees and governors have not asked enough searching questions about pupils' achievement. They have allowed the complex nature of the school to cloud their judgements.
- Children make steady progress in the early years but their learning lacks a sense of urgency. Children are not able to move to the next stage of their development quickly enough.

The school has the following strengths

- Leaders have ensured that the curriculum is broad and balanced. It promotes pupils' personal, spiritual, moral, social and cultural development extremely well.
- Pupils behave well, feel safe and enjoy school. They offer a warm welcome to everyone, so that new arrivals quickly become part of the school family.
- Leaders are turning the school around. Accurate priorities for development and systematic approaches to teaching are leading to sustained improvements in key stage 1 and better teaching in some key stage 2 classes.
- The quality of care and support offered to pupils is second to none. Consequently, they thrive emotionally and socially.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Improve the quality of teaching across different subjects, especially in key stage 2, so that pupils make swifter progress and are academically well prepared for the next stage of their education by:
 - raising teachers' expectations of what pupils can and should achieve for their age and starting points
 - shaping teaching to meet pupils' differing needs, especially for those pupils who are most able and those who have SEN and/or disabilities
 - ensuring that all teachers follow the new approaches to teaching reading and writing, so that pupils are able to overcome the considerable gaps in their skills and knowledge
 - providing pupils with greater opportunities to apply their basic number skills to mathematical problems
 - ensuring that the good-quality teaching of subjects other than English and mathematics in some areas of the school is replicated in all classrooms.
- Improve the effectiveness of leadership and management by:
 - matching the effective work of the school to remove the barriers to pupils' social and emotional development with a similarly thorough approach to improving pupils' academic achievement
 - ensuring that those with responsibility for governance champion the academic achievement of all pupils, including those who are disadvantaged, through insightful and challenging questions
 - targeting the use of the pupil premium funding to ensure that disadvantaged pupils have the same chances academically as other pupils nationally.
- Improve the progress that children make in the early years by:
 - ensuring greater urgency from adults, so that children are moved on to the next stage of development when they show signs that they are ready.

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.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Pupils have been failed academically at this school. Despite their strong personal, social and emotional development, pupils are not ready for the next stage of their education. Too many enter their secondary schools with weak reading, writing and mathematical skills. They are on constant catch-up, which does not bode well for their future success.
- Marlborough Road Academy is an extremely complex place. Over half of the school population changes each year, with pupils leaving and joining at different times across all classes. Almost all of the new arrivals speak English as an additional language; some are at the earliest stages of acquiring English. In addition, some pupils have experienced trauma and are not emotionally ready to learn or to interact with others.
- Leaders are unrelenting in their work to overcome pupils' emotional and social barriers. This accounts for the calm, safe and happy atmosphere that greets pupils each day. Undoubtedly, the constant churn of pupils moving in and out of the school, coupled with the raised expectations of the revised national curriculum, have a bearing on pupils' achievement. However, this is not the full story. Ultimately, leaders have not paid the same attention to pupils' academic needs as they have to pupils' personal development.
- For too long, the context of the school has been used as a reason for pupils' inadequate academic outcomes. However, the real reason for the decline in pupils' achievement is the poor quality of teaching over time. Leaders' and teachers' expectations as to what pupils can and should achieve, despite the barriers that they face, have been too low.
- The majority of pupils are disadvantaged, which means that the school receives a considerable amount of additional funding through the pupil premium grant. While this funding is making a difference to disadvantaged pupils' personal development, it has had too little impact on their academic achievement. Their achievement remains low.
- The relatively new leadership team is beginning to erode the deep-rooted view that pupils do as well as they can, given their circumstances. It will take some time to turn around these long-held beliefs. Nonetheless, there is a greater sense of urgency among leaders, which has already led to direct and effective action. Systematic approaches to teaching reading, writing and mathematics are bearing fruit in most classrooms. The improvements in key stage 1 results in 2017 are being sustained, and weaker teaching is being tackled vigorously.
- Despite leaders' over-generous views of the quality of education, the school improvement plan shows that, in reality, they have a firm grasp of the school's serious weaknesses. Priorities are sharply focused on improving teaching and pupils' achievement.
- Other leaders are playing their part to help the school recover. The English subject leader has completely renewed the strategies for teaching reading and writing, stripping away worn-out practices that no longer work. The leader for mathematics has led the drive to secure pupils' basic mathematical skills, which means that pupils are

becoming increasingly fluent with number.

- Almost all of the other subject leaders are new to their posts. Nonetheless, the training that they have received means that they are aware of the most pressing priorities in their areas of responsibilities. Some of these leaders are already making a difference, providing their fellow teachers with clear guidance on how to teach subjects other than English and mathematics.
- Teaching is checked regularly, although too much of leaders' attention is diverted to making sure teachers are following agreed ways of teaching. Less emphasis is placed on pupils' learning. Training for staff is comprehensive and valued. Evidence from staff discussions and the responses to Ofsted's staff survey indicate that leaders are trusted and staff morale is high.
- Leaders' work to promote pupils' emotional, social and personal development is impressive and far reaching. A wide range of strategies, including the introduction of key workers across the school, is in place to break down barriers to learning. The support for those pupils who speak English as an additional language is equally noteworthy. All of this work is highly successful. Pupils are nurtured, feel safe, behave well and are ripe to succeed academically.
- The curriculum is broad and balanced. It provides a suitable route for pupils' progression across a range of subjects. Subject teaching is enhanced by a wide range of extra-curricular clubs, residential visits and visitors to the school. Pupils' beautiful work on display in corridors gives visitors an insight into the artistic and performance skills that older pupils develop when they take part in the annual Manchester Arts Festival.
- Lunchtimes are particularly special. The provision on offer is unique. All pupils are able to access activities that they may not normally come across, such as making dens, cooking outside, karting and embroidery. There is something for everyone during these lively, imaginative and well-structured sessions. Pupils are glowing in their praise of this provision.
- A deep and meaningful focus on the differences between people who make up British society means that pupils learn to value people for their character and talents. Different faiths and cultures are explored well and celebrated. Prejudice about women, homosexuality or religion is tackled head on. All of these activities, supplemented by discussions in class and assemblies, promote pupils' spiritual, moral, social and cultural development very well.
- Pupils' enjoyment of and participation in physical activity have been developed well. Additional funding, through the primary sport premium, has opened up a host of different activities, such as roller-skating, to keep pupils fit and healthy. Pupils are keen competitors in local events such as cross-country and football tournaments.

Governance of the school

- Trustees and members of the local governing body have been too content to accept the school's context as a reason for pupils' underachievement. Although they have asked challenging questions, they have not dug deeply enough, to check that the

answers that they receive are a true reflection of the school. Consequently, they have an over-generous view of the school's effectiveness.

- Until very recently, trustees and governors have failed to champion pupils' academic achievement. They have done too little to ensure that the funding for disadvantaged pupils is improving the life chances of these pupils.
- Recent appointments to the trust are leading to greater rigour in governance. The updated scheme of delegation has ensured that roles and responsibilities are crisp. Lines of accountability are clear and work is already underway to develop the skills and expertise of the local governing body.
- The chief executive officer is asking more pertinent questions which go over and above the key performance indicators used by trust members to evaluate the school.

Safeguarding

- Leaders' work to keep pupils safe is extremely thorough. Safeguarding has a high priority across the school. All staff, regardless of their role, are well trained and understand their role in keeping pupils safe from harm.
- Staff know what to do if they have a concern about a pupil. They are confident that their worries are taken seriously by leaders. The school's comprehensive records show that leaders are alert to any signs or symptoms of abuse. They take effective action, working with a range of external agencies to support pupils and their families.
- Leaders are highly attuned to the potential safeguarding issues within their community. For example, recent training means that staff know what to look for as a sign that pupils may be drawn into gang culture.
- Pupils' ability to keep themselves safe is also high on the agenda at this school. All pupils are supported to keep themselves safe when working online at home and at school. Older pupils are helped to protect themselves from unwanted attention from adults or their peers.

Quality of teaching, learning and assessment

Inadequate

- Over time, pupils have not received the teaching that they need or deserve to overcome their low starting points when they enter the school. Teachers' low expectations have not served pupils well.
- Some teaching lacks precision. Across a range of subjects, teachers default to a 'one size fits all' model. Typically, this means that those pupils at the edges, such as the most able and pupils who have SEN and/or disabilities, either flounder and give up, or waste time when their learning could be deepened. Too little use is made of the detailed assessment information to plan for pupils' next steps. As a result, gaps in pupils' learning are not being filled. In the worst cases, pupils actually regress.
- Despite these weaknesses, pupils' books show that teaching is improving. It is much stronger in key stage 1 than in the past, and there are pockets of good practice in key stage 2. All teachers are striving to put the new approaches to teaching into place.

However, there is still too much variability, especially for older pupils. This means that some pupils benefit from good teaching one year, only to stall the next. Consequently, their prior learning is not being built upon or embedded well enough. This largely accounts for the gaps in their skills and knowledge across a variety of subjects. It also explains pupils' poor progress, especially across key stage 2.

- The teaching of phonics is effective, with good small-group sessions in place to help pupils new to English, or those who find phonics more difficult, to catch up. A systematic approach to teaching reading for older pupils is helping them to understand what they read. Similarly, some teachers have seized on the new way of teaching writing. Well-chosen activities enable pupils to write for different purposes in an increasingly mature style. This improved practice has not taken hold in all classrooms.
- The teaching of number and calculations is evident throughout the school. Good foundations are laid in key stage 1, to ensure that pupils are fluent with number.
- Teachers ensure that pupils have the opportunity to study subjects other than English and mathematics. For example, key stage 2 pupils learn Spanish as well as celebrating the 47 languages that are common in the school. Subjects such as science, history and geography are given sufficient weight. However, as with reading, writing and mathematics, the quality of learning in these subjects varies from class to class. Some pupils get a good deal; others less so.
- A wide range of small-group and individual sessions happen on a daily basis. These are aimed at breaking down social and emotional barriers, as well as tackling gaps in pupils' learning. This work is effective. This is particularly true for those pupils who are at the early stages of learning English. Focused teaching from skilled staff ensures that pupils grasp English quickly and can access learning.
- Similarly, pupils who have SEN and/or disabilities benefit from working in small groups on their individual targets. However, much of this good work is lost when they return to class because the activities that they face do not meet their needs.
- Teachers are highly skilled in meeting pupils' social and emotional needs. Their caring and calm manner underpins the productive and positive relationships that exist in the school. They manage change well, welcoming new arrivals and ensuring that other pupils do not feel bereft when their friends leave.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The warm handshakes and broad smiles that greet visitors are an indication of pupils' confidence, respect and pride in their school. They willingly welcome everyone into their community. It is no surprise that those pupils who enter school mid-year settle quickly and enjoy their time at Marlborough.

- Pupils have mature attitudes to the world in which they live. They recognise and value differences. They are slow to judge and quick to form friendships, regardless of faith, colour or culture. As one pupil summed up very clearly, 'it is about a person's actions, not what they look like'.
- This positive outlook on life makes for a very cohesive community and is preparing pupils well to be valuable citizens for the future. Racist and homophobic name-calling is rare, because pupils understand the hurt that it can cause. Pupils who have SEN and/or disabilities and those who need extra help with their learning feel free from taunts on the playground. Pupils who speak English as an additional language form strong friendship bonds, despite the initial language barriers.
- Those pupils who spoke to inspectors were unanimous in their views that they feel safe and protected. They value and appreciate the care that staff provide. Bullying is a rarity and, when it does happen, pupils are confident that staff will stamp it out.
- Pupils are keen to contribute to the success of their school. The roles that they play not only develop their understanding of responsibility, but also promote their readiness for the world of work. All pupils apply for their 'jobs', are interviewed and paid a 'virtual salary', which they then use to fund additional treats, such as visits to local attractions. They then go on to organise the event themselves. This is instilling a strong work ethic in preparation for later life.
- The strengths in pupils' personal development shine through during the lunchtime activities. They work with purpose and enthusiasm, the youngest and oldest pupils together, on a wide range of activities that broaden their horizons.
- Pupils know how to keep themselves safe in school and beyond the school gates. They have a good understanding of how to deal with the potential risks of online grooming and cyberbullying.

Behaviour

- The behaviour of pupils is good. It has improved over time, meaning that the number of pupils excluded from the school has reduced markedly. School records confirm that incidents of poor behaviour are less frequent and that pupils' learning is rarely disrupted.
- Some pupils do find managing their behaviour more difficult. However, well-trained, sensitive staff and the inviting 'quiet rooms' ensure that pupils quickly get back on track if their behaviour interrupts their learning. Other pupils are exceptionally tolerant in these situations. They understand the reasons why some pupils occasionally behave in an unacceptable way, and they forgive and forget very quickly.
- Pupils behave well around the school. Their entrance to school is orderly and they move around the building in a safe manner. Their rapt attention in assembly, and their excellent behaviour throughout, supported the air of celebration as pupils received awards for their individual achievements.
- Most pupils display very positive attitudes to learning. They settle quickly, listen carefully and get on with their work, needing few reminders from staff. In Year 6, pupils read a text together and then worked collaboratively to build new vocabulary.

They showed resilience, perseverance and respect for the views of others. However, some pupils do not have the same strong attitudes. This means that they are quick to lose interest and are easily distracted when the tasks that they are offered fail to meet their needs.

- The published figures for attendance do not present a positive view. However, this masks reality. A number of pupils who have left Marlborough, but have not been admitted to another school, continue to count in the attendance data. This suggests that absence is an issue, especially persistent absence. In fact, attendance has improved and is much closer to the national average than it has been in the past.

Outcomes for pupils

Inadequate

- For a number of years, pupils' weak progress, especially in key stage 2, has left too many ill-equipped to navigate a successful path when they begin secondary school. The progress that they make does not enable them to catch up quickly enough from their low starting points. In 2017, less than a fifth of the Year 6 pupils left school reaching the expected standards in reading, writing and mathematics.
- Pupils' progress in reading and mathematics has been among the worst in the country for two years. This is not because of the considerable churn in pupils leaving and joining the school. Too few of those pupils who attended school throughout key stage 2 made the progress that they should have. All groups, including disadvantaged pupils, the most able and those who have SEN and/or disabilities, underachieve by the end of Year 6.
- In contrast, younger pupils made stronger gains in their learning than in the past. Far more reached the expected standard by the end of Year 2. However, given their low starting points into Year 1, their attainment in reading, writing and mathematics remains below average.
- The achievement of pupils currently in the school is a mixed picture. The positive improvements in key stage 1 last year are being sustained. These younger pupils are gaining ground. The foundations on which to build when they enter key stage 2 are in place. The new approaches to teaching are helping some older pupils to overcome weaknesses in their reading, writing and mathematical skills. However, the current variation in teaching means that this is not the case for others.
- There is some evidence that pupils who have been at the school since the early years are moving forward in their learning in Years 3 and 4. This is not true for those pupils in Years 5 and 6. These pupils bear the scars of poor teaching. Too many have either stood still, or in some cases gone backwards. Despite the swifter progress pupils make in Year 6, the damage has been done. Consequently, pupils' grasp of reading, writing and mathematics is underdeveloped. Standards remain too low.
- Disadvantaged pupils are making progress that is similar to, and sometimes better than, that of their peers in school. Nonetheless, their performance compares very poorly to that of other pupils nationally. Pupils who have SEN and/or disabilities make varied progress. For some, their small steps in learning are strong. For others, the pace of learning is too slow.

- Pupils who speak English as an additional language typically achieve better than their classmates. The strong support that they receive to acquire English helps them to access learning quickly.
- Pupils are able to use their knowledge of sounds and the letters that they represent to read familiar and new words. Recent improvements to the teaching of reading mean that pupils are starting to read with greater fluency. Those pupils who find reading more difficult are catching up. Pupils can answer straightforward questions about the texts that they read. However, some older pupils are still struggling to find the answers to more complex questions.
- In some classes, there is clear evidence that pupils are making rapid progress in their writing skills. The new approach to teaching writing means that pupils use their improved vocabulary and understanding of spelling, punctuation and grammar to produce pieces of work of good quality. Some pupils in key stage 2 are not making the same positive gains. Their ability to write well is hampered by gaps in their previous learning.
- Pupils' ability to use number, to see patterns and to understand relationships means that they have the basic skills to succeed as mathematicians. However, too few are able use these skills to reason and to solve problems.
- Pupils' achievement across subjects other than English and mathematics reflects the picture elsewhere in the school. Some pupils are gaining the key skills to flourish as young historians, artists and scientists. For example, they gain an understanding of time and place, can raise questions and draw conclusions, and they are able to try out different artistic styles and techniques. Other pupils do not have the same chance.

Early years provision

Requires improvement

- Almost all of the children who enter the Nursery need to catch up from the start. They are already a considerable distance behind where three-year-olds typically are for their age. The vast majority of children have weaknesses in their language and communication skills. A large number are brand new to English.
- From this point on, children make steady progress. However, the proportion gaining a good level of development by the end of Reception is below average and declining over time. Consequently, over a half join Year 1 without the skills and knowledge to make a swift start.
- There is clear evidence of adults' success in helping some children to make up for lost ground. This is especially true for pupils who speak English as an additional language. Nonetheless, this success is not widespread enough. Some children show that they are ready to be moved on. However, a lack of urgency means that adults do not do this quickly enough. For example, some children are ready to start forming letters, yet they still spend time on pre-writing activities. This is holding some children back and preventing them from making the most of their time in the early years.
- Children benefit from a spacious, well-organised and well-resourced early years environment. The outdoor area has improved and provides children with ample

opportunity to learn outside and to develop their physical skills.

- Children enjoy their time in Nursery and Reception. The activities on offer capture their interest and they are keen to take part. They listen during group sessions and most respond to adults' questions. The majority of children work well together, because adults support their social interaction. Adults are also very good role models, helping children to understand how they should treat each other. This underpins the good behaviour that children display.
- Developing spoken language receives a lot of attention. This is proving to be successful because most adults ask questions that encourage children to speak beyond simple, one-word responses. For example, while children were drawing their homes, adults asked them to describe their pictures and supported the children's developing vocabulary well. Although there are opportunities for writing, this aspect of children's development does not receive enough focus to develop the skills that children need.
- The early years leader is passionate about young children's development and knowledgeable about how they learn. She has a good understanding of strengths and weaknesses and knows what needs to happen next to improve children's progress. Her work to date is improving the quality of provision. More children are working at an appropriate stage of development for their age than in the past.
- The early years leader has developed a coherent team, so that adults work together seamlessly to support children's social, emotional and learning needs.
- Children are nurtured, protected and safe. All of the welfare requirements are met.

School details

Unique reference number	138417
Local authority	Salford
Inspection number	10042496

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	474
Appropriate authority	Board of trustees
Chair	Mr Atkar
Principal	Ms Judith Richens
Telephone number	01619212110
Website	http://www.marlbroughroadacademy.co.uk/
Email address	marlbroughroad.academy@salford.gov.uk
Date of previous inspection	June 2014

Information about this school

- The school is a member of the Salford Academy Trust (SAT), which is a partnership between Salford City College, Salford University and Salford City Council. The school has a local governing body, but it is the trustees who are responsible for holding the school to account for its performance.
- This is a larger-than-average-sized primary school.
- The school population is made up of pupils from 14 different minority ethnic groups. Pupils from a Mixed Background make up the largest proportion on the school's roll.
- The proportion of pupils who speak English as an additional language is much higher than that found in other schools.
- The proportion of pupils who have SEN and/or disabilities is above average. There are fewer pupils with a statement of special educational needs or an education, health and care plan in the school than found nationally.

- The number of pupils who receive support through the pupil premium funding is above average.
- The number of pupils who join or leave the school during the academic year is higher than in other schools nationally.
- There has been considerable change in leadership since the previous inspection. A new principal and two vice principals led the school on a temporary basis from April 2017. These temporary leadership positions became permanent in September 2017.
- The school meets the government's 2016 floor standards. These are the minimum standards and rate of progress expected in reading, writing and mathematics of pupils in key stage 2.

Information about this inspection

- Inspectors visited most classrooms to observe teaching, pupils' learning and behaviour. Senior leaders joined inspectors on some of these classroom visits.
- They observed and spoke to pupils during lessons and at play. Inspectors met formally with four groups of pupils and heard pupils read.
- Meetings were held with the principal, vice and assistant principals, middle leaders and staff. They also met with trust representatives, members of the local governing body and the director of education for SAT. A telephone discussion was held with the chair of the trustees' board.
- The inspectors observed the school's work and looked at a range of documentation, including arrangements for safeguarding. They took account of school information about pupils' outcomes and scrutinised pupils' books.
- Inspectors talked to a small group of parents and carers at the start of the school day. They took account of the 10 responses to Parent View and the 17 responses to Ofsted's staff questionnaire.

Inspection team

Joanne Olsson, lead inspector	Her Majesty's Inspector
Linda Jones	Ofsted Inspector
Barbara Harrold	Ofsted Inspector

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