

Batley Parish Church of England Voluntary Aided Junior Infant and Nursery School

Stocks Lane, Batley, West Yorkshire WF17 8PA

Inspection dates

6–7 March 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- The school's overall effectiveness has declined since the previous inspection. Changes in leadership and staffing have had a detrimental effect on provision and standards.
- Outcomes in reading, writing and mathematics at both key stage 1 and 2 in 2017 were below national averages.
- School improvement planning and staff appraisal lack precision so that success is difficult to evaluate.
- The work of middle leaders is at a very early stage of development and their impact is as yet limited.
- Over time, the teaching of writing has been inconsistent across the school. Work in books reflects this.
- Learning activities are not pitched at the right level for some groups of pupils.
- Pupils do not extend and apply their reading, writing and mathematical skills routinely across a wide range of subjects. Some learning activities lack depth.
- Work in a wider range of subjects, including science, is not well developed. Links between subjects are not routinely planned.
- There is a minority of pupils who find it difficult to control their conduct at unstructured times and this unsettles others.
- Governors have not checked closely enough on the process of school improvement. Changes in the governing body have resulted in some discontinuity in its work.

The school has the following strengths

- Some pockets of effective teaching engage pupils and help them to develop sustained work habits.
- A new senior leadership team means the school is now better placed to move forward.
- Attendance is above average.
- Support for pupils with more complex special educational needs (SEN) and/or disabilities is helping them to make secure progress.
- The progress of disadvantaged pupils shows recent improvement as a result of more targeted support.

Full report

What does the school need to do to improve further?

- Increase the impact of senior leaders and managers on the quality of teaching so that this is at least consistently good by ensuring that:
 - senior leaders set high expectations about standards of teaching and learning, checking frequently against clearly understood criteria
 - leaders provide additional training and support to individual staff as required, spreading the good practice that already exists in the school
 - school improvement planning includes measurable milestones against which progress can be clearly evaluated
 - the governing body plays a stronger role in the strategic development and review of school improvement processes.
- Improve the teaching of writing to raise standards by:
 - providing additional training to improve teachers' subject knowledge of the writing process
 - making increased use of high-quality texts as models for pupils' own independent writing
 - setting high expectations of pupils about the correct spelling of common words in all writing activities
 - making sure that there is a consistent approach to the teaching of handwriting and strong support in place for those pupils who struggle to form and join their letters
 - planning frequent opportunities for pupils to develop and apply writing skills across a range of purposes and subjects
 - celebrating good-quality writing more widely.
- Develop the effectiveness of subject leaders in planning the curriculum, supporting staff and monitoring standards across a range of subjects by:
 - making sure that learning tasks are purposeful and enable pupils to build on previously learned skills and knowledge in each subject
 - guiding teachers in planning activities that deepen learning and challenge all pupils, including those who are the most able
 - ensuring that there are frequent opportunities for pupils to develop and apply their reading, writing and mathematical skills in a range of subjects, including science
 - working together to produce a more cohesive curriculum experience for pupils so that links across different subjects make learning more meaningful.

An external review of governance 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

- Since the previous inspection, there has been a decline in standards. Outcomes for pupils at key stages 1 and 2 have been variable over recent years and reflect inconsistencies in the quality of teaching over time. Therefore leadership and management require improvement.
- Changes in leadership and staffing after a long period of stability, following the previous inspection, have led to a lack of continuity in provision. Until very recently, there has been no stable senior leadership team to drive improvement and check effectively on the quality of teaching.
- New systems to monitor teaching and learning are now in place, including performance management arrangements. However, these do not yet provide sufficiently precise criteria against which to judge success.
- The school improvement plan, although a lengthy document, lacks sharpness in providing clear milestones to help leaders and governors to assess how well new initiatives and approaches are working. Priorities are not focused sharply enough.
- The school's statement of its own effectiveness is rather over-optimistic in relation to the quality of teaching, current outcomes and the impact of leadership. However, discussion with leaders showed that they do have a clear view of where improvements are required.
- English and mathematics leaders are starting to have a positive impact on progress. New approaches to the teaching of these subjects are starting to bear fruit but there is a lot of work remaining to embed these strategies.
- Teachers who lead other subjects are new to their roles and the curriculum is not well developed. The progression of skills within each subject is unclear from work observed and links between subjects are not systematically planned. Nevertheless, these middle leaders are starting to build up their expertise.
- The headteacher had identified that assessment information has not been reliable and introduced new systems to support teachers. Now that these are in place, leaders are able to produce a clearer and more accurate overview of attainment and progress across the school.
- Until recently, leaders and governors had not made effective use of additional funding for those pupils who are disadvantaged. Their outcomes had been well adrift of other pupils. However, as a result of more focused support, these pupils are now starting to make faster progress.
- The special educational needs coordinator has a good overview of pupils who have SEN and/or disabilities. There are a number of pupils with more complex needs and her work ensures that their needs are met effectively.

- The promotion of pupils' spiritual, moral, social and cultural development through the curriculum is good. Activities beyond the school day help pupils to develop independence and foster new interests. Teachers and leaders take opportunities to promote a sense of community involvement, for example through a visit to the Batley Town Hall to meet the mayor.
- Sports funding is used well to provide additional coaching and extra-curricular opportunities which are popular with pupils. A wide range of activities are on offer and the school's newly appointed specialist sports leader provides good direction. As yet, governors have a limited oversight of and involvement in this work.
- Over the last school year, the local authority has provided guidance to leaders and governors. Not all the recommendations have been followed through, however, due to changes in leadership, governance and staffing.

Governance of the school

- There have been several changes in membership of the governing body in recent years and also a short-term change of chair. Now that several new governors are in place, with an experienced chair back at the helm, the governing body is better placed, moving forward, to support and challenge the school more effectively.
- Minutes of governing body meetings show that governors are starting to ask searching questions of leaders. The new system of link governors for classes and subjects is intended to help governors get to know more about the school at first hand rather than being over reliant on information from leaders.
- Governors have not checked closely enough over time on the pace of school improvement and have been over reliant on information from leaders. Further support through a review of current working practice is intended to help governors become more proactive in monitoring the school's progress.

Safeguarding

- The arrangements for safeguarding are effective. Recruitment procedures are thorough and the detailed single central record is maintained well. The chair of the governing body visits at least termly to discuss safeguarding issues and view recruitment records.
- Staff receive frequent updates through staff meetings and scheduled training to keep them informed of any safeguarding issues. The school website has a useful section for parents and carers, clarifying staff responsibilities. The family liaison officer plays a key role in signposting parents to sources of further support when this is needed.
- Records show that staff with responsibility for child protection understand their responsibilities fully and record their actions promptly. However, leaders accept that some of the documentation would benefit from better organisation and are about to introduce a new electronic system for this purpose.
- Risk assessments for activities, visits and fire hazards are in place and all visitor entry procedures are secure. Leaders are alert to the need to improve the fabric of the building but have been less proactive in monitoring the condition of the outdoor site.

Quality of teaching, learning and assessment

Requires improvement

- Changes of teachers, long-term absences and temporary staffing arrangements have resulted in discontinuity for some classes that has affected pupil progress. Outcomes for pupils have been variable over time and in 2017 were below average at both key stages 1 and 2. This reflects inconsistent teaching.
- Teachers' expectations of what pupils are capable of achieving are sometimes too low for middle-attaining or most-able pupils, or too high for the least able. Some tasks are poorly framed so that they are pitched beyond ability levels or rely on skills that have not yet been consolidated. Conversely, learning activities in a wide range of subjects for the most able pupils do not routinely deepen previous learning.
- Time in lessons is not always used well. This is because learning activities, particularly in subjects such as science, history and geography, are not always sufficiently purposeful. Too much time is spent on low-level tasks such as colouring or sticking rather than on activities that extend skills or broaden thinking.
- There are missed opportunities to apply reading, writing and mathematics skills across a range of subjects. Tasks do not provide enough avenues for pupils to carry out research independently or collaboratively. An overuse of worksheets means that pupils do not always develop or practise key skills. For example, instead of learning to draw and measure lines with a ruler, pupils simply measured lines printed on a sheet.
- The use of questioning and assessment in lessons is of variable quality. Where it is weak, pupils flounder because teachers do not identify likely misconceptions at an early stage, check on understanding as the task proceeds or ensure that pupils know how to set their work out from the start.
- Leaders have emphasised the need for good presentation in books and there are signs that this focus is helping to improve pupils' work. However, there is not enough support for those pupils who struggle with handwriting and some teachers do not model their own writing well. They do not consistently identify where pupils misspell common words and this leads to repeated errors.
- Writing has been an area of concern for the school and teachers' subject knowledge is variable across the school. Some recent improvement is evident, following a more intensive emphasis on building up sequences of teaching. Leaders also plan to increase the use of quality texts as exemplars on which pupils can model their own writing.
- The teaching of reading shows a mixed picture. Early phonics work is effective but, while pupils learn to read the words, their comprehension skills are less well developed. More could be done to maximise opportunities for pupils to share texts and read widely for different purposes across different subjects.
- Homework is provided but largely stems from English and mathematics. Pupils say that homework activities sometimes include tasks in other subjects and that they enjoy these challenges. The school is reviewing its homework policy, responding to some uncertainty by parents on the issue.
- Inspectors commented on the effective work of some teaching assistants, notably those who provide support to pupils who have more complex needs. In a few classes,

teaching assistants led learning well for groups of pupils. In other classes, their time was not always used to the optimum.

- Despite the overall variable quality, there are pockets of strong teaching that are having a positive impact on the progress of pupils. In these classes, pupils are quickly engaged, sustain their commitment to work and take a pride in what they produce. These teachers have high expectations and effective class management skills. They offer a valuable resource upon which leaders can capitalise in spreading good practice.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils mix well and say that pupils from different backgrounds get on well. They remember the messages from assemblies about racism and know that adults would take a firm line if there were any incidents involving teasing about backgrounds or gender.
- Pupils say they enjoy learning and appreciate the help that adults provide. 'You get help if you don't understand something. Sometimes this is in a group,' they said. Year 6 pupils felt that learning made them think hard.
- Pupils take on a variety of responsibilities, such as those of play leaders, lunchtime helpers, library monitors and assembly digital leaders. Some are proud to serve on the school council and are pleased that leaders and teachers respond to their ideas. Leaders have plans to involve pupils further by introducing a worship steering group.
- The sports leader has only been in post from the start of the school year but has had a noticeable impact already. Participation in sports competitions has more than doubled and the range of sports has diversified to four or five options per week. Multisports, dodgeball, gymnastics, football and dance are all popular. Individual participation in sport has risen by 40%.
- Visits beyond school support themes in the curriculum. For example, Year 4 pupils recently visited Chester Zoo in connection with their learning about rainforests. Year 6 enjoyed a visit to West Yorkshire Playhouse to watch a dramatisation of 'The Lion, the Witch and the Wardrobe', to bring the book to life. These first-hand experiences provide good learning enrichment.
- Residential visits for Years 5 and 6 at outdoor pursuits centres provide good personal challenges and add spice to the school year. Sometimes these visits are shared with other church schools whose pupils come from contrasting backgrounds. The focus is on promoting Christian values as well as developing independence.
- Older pupils are very confident about how to stay safe online. They know to be careful in protecting personal details and why cyber bullying is wicked. E-safety is visited frequently as part of the computing scheme of work. Visits from the police to talk about stranger danger also support safety education.

- Pupils have a sound knowledge of the importance of diet in a healthy lifestyle and know that too much sugar can lead to heart problems and obesity. They also know that exercise is important and many enjoy attending the different sports clubs after school.
- The school runs a breakfast club that gets the day off to a good start. This caters for about 20 pupils, some of whom come from disadvantaged backgrounds. Pupils are able to enjoy a variety of healthy snacks and play games with friends.
- Older pupils recalled information about famous figures such as Rosa Parks or Nelson Mandela. They demonstrated a good understanding of Christian values and, although they did not make explicit links between these and British values, they were able to talk about aspects of democracy, the need for rules and why we should respect people from other faiths and cultures.

Behaviour

- The behaviour of pupils requires improvement. This is because, although a new behaviour policy and reward system are helping pupils to develop better habits, good behaviour around school and full commitment to learning are not yet spontaneous for all groups.
- In some lessons, usually where teaching is less engaging, pupils are apt to lose focus and do not apply themselves fully to their work. Sometimes they are slow to settle to the task or may need repeated reminders about listening to others or taking turns when answering.
- A minority of pupils find it difficult to control themselves during unstructured times. Inspectors saw instances of pupils behaving aggressively or recklessly on the playground, in a corridor and in the dining hall, sometimes when out of sight of adults.
- Behaviour records are maintained, but analysis of any patterns around behaviour incidents is not sharply evaluated and subsequent follow-up actions are unclear. Leaders accept that recording needs to improve and are committed to introducing new systems for this purpose.
- Although older pupils said they felt safe at school and trusted adults to sort out any disputes, younger pupils were not so confident. They said that there were pupils in their class who hurt them and a few said that they had experienced bullying, which spoiled playtimes. They felt that adults did try to resolve the problems.
- There have been exclusions over the last year when pupils displayed aggression to other pupils or adults. These related to a small minority of pupils. However, the school has been successful in reducing the frequency of such behaviours.
- In the autumn term, a new electronic communication application was introduced to inform parents about their children's progress and well-being. Parents spoke positively about this and pupils enjoy receiving their reward points in recognition for effort and good behaviour.
- Attendance levels are above average for nearly all groups and for the school as a whole. This has been true for several years and reflects the good work done by leaders and the family liaison officer.

Outcomes for pupils

Requires improvement

- Outcomes for pupils at both key stages 1 and 2 have been inconsistent over time. Progress has fluctuated and not enough pupils at either key stage 1 or 2 reached standards expected for their age in any subject in 2017. Fewer pupils than seen nationally reached higher standards. Outcomes therefore require improvement.
- Progress in reading and mathematics by the end of key stage 2 was above average in 2016 but below average in 2017. Progress in writing has been below average for the last two years. Inconsistency in the quality of teaching over time has led to variability. This was something echoed by a few parents who spoke with inspectors.
- Outcomes at the end of key stage 1 have also been variable. In 2016, proportions reaching expected levels in reading were above the national average but below for writing and mathematics while in 2017 outcomes were below average in all subjects, including science. Few pupils were working at greater depth in any subject.
- Over the last two years, disadvantaged pupils have not made good progress in reading and writing. Proportions reaching expected standards were well below those for other pupils nationally. In mathematics, their outcomes were similar to those of other pupils nationally in 2016 but well adrift in 2017. The latest assessment information from leaders shows that this group is now starting to make better progress as a result of more sharply targeted support.
- Progress for the small number of pupils who have SEN and/or disabilities by the end of key stage 2 was slower than that of other pupils in reading and writing but closer in mathematics. However, current pupils who have more complex needs make good progress in small steps as a result of effective support.
- Leaders have introduced new ways of teaching higher reading skills to improve comprehension but there is much work to do because a culture of reading does not yet exist for many pupils. They do not speak readily about books or stories they have read and some pupils felt that the school does not actively promote reading. Records for those weaker readers who read to an inspector did not show regular reading support.
- Current pupils are starting to make better progress because teaching arrangements are more settled. Work in books generally shows improvement but inconsistency across groups remains, especially in writing, where basic errors in spelling and handwriting slow down progress for some pupils.
- Work in mathematics across the school is steadily developing and there has been a move to embed confidence and fluency with number bonds and tables. There is evidence of opportunities for problem solving and investigational work. However, in some classes pupils do not move on to more challenging work or next steps quickly enough. Progress is slower as a result.
- Teachers generally provide work that is challenging for the most able pupils in mathematics, but in other subjects work is less demanding. This is because too often routine tasks are provided, and there are limited opportunities for independent investigative work or research, for example in practical science.

- At Year 1, results in the phonics screening check have compared favourably with national averages over time. In 2017, proportions meeting the standard were well above the national average. By the end of Year 2, the vast majority of pupils are successful.
- The oldest pupils display positive learning attitudes and enjoy contributing to school life. This is likely to serve them well when they move on to senior school.

Early years provision

Good

- Good teaching and provision ensure that children thrive in this stimulating and nurturing setting. Children develop independence and are keen to tell visitors about their work.
- Effective transition arrangements are in place to support children. There are well-established procedures for home visits and parents have lots of opportunities to be involved. Weekly newsletters and the use of parent surveys contribute to good two-way communication. Homework books point to productive parental partnerships.
- Children join the Nursery with abilities that are lower than those typically seen. They make good and in some cases outstanding progress during their time in the early years. This is because teachers use assessment so well to identify next learning steps and focus activities to meet children's needs.
- Over time, proportions reaching a good level of development have been above those seen nationally and good foundations are laid in the skills of reading, speaking and number. Boys and girls and those children who have SEN and/or disabilities make equally good progress.
- The early years leader provides very effective support for other adults and the team works cohesively. Activities cover all areas of learning well and adults are adept at responding to and capturing children's interests and imagination.
- Reception children's work and role-play about penguins showed that they are making good progress in their speech and writing. Some are able to produce full sentences and their spelling attempts are plausible. Adults interact in a timely way to extend understanding and vocabulary and children in turn concentrate well and show a love of learning.
- The teaching of phonics is lively, and children in Nursery loved helping Olly the owl to say the letter sounds and names. Another group used their robot arms to sound out and blend sounds into words. Creative activities are used well to support a sense of number and activities such as finger gym help children to gain dexterity and fine control, in readiness for early handwriting.
- Behaviour is very good. Children know the rules and routines and follow them conscientiously. There is a harmonious atmosphere and the children rub along well together. They respond to the adults promptly and relationships are overwhelmingly good. One child was keen to say, 'I just love my teacher so much!'
- Adults encourage children to be self-directing. In Reception, children accessed glue and paper to create their own collage pictures, and another group chose cotton reels to

carry out some printing, to represent addition stories. Outdoor self-service huts offer choices of resources for a wide range of activities.

- Some children display perseverance in their learning, as shown by a most-able child who completed a complex dot-to-dot pattern, using a number line as a reference.
- Welfare requirements and safeguarding arrangements are secure. There is a high focus on health and safety, with risk assessments in place. Adults offer calm and considerate models for the children to copy. They remind children to pop wellies on and wrap up warmly for outdoor work. They also take opportunities to help children understand safe practices, for example by supervising the children making their own toast.
- Both the indoor and outdoor learning environments offer wide-ranging stimuli that spark and ignite learning. In the Nursery, children took delight in helping the teacher to check on the eggs in the incubator, then produced computer images and made fluffy model chicks.
- Outdoors, lots of profitable learning takes place, as seen when four children excitedly began an insect hunt among a log pile. However, some well-used resources are a little old and tired.
- Writing is generally well taught, with children confident about spacing of words, capital letters and full stops. Letter formation and foundations for a joined script are less secure, however, and occasionally adults model letters inconsistently, leading to some confusion.

School details

Unique reference number	107736
Local authority	Kirklees
Inspection number	10043836
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Richard Martin
Headteacher	Philip Sunter
Telephone number	01924326361
Website	http://www.batleyparishpri.kgfl.dbprimary.com
Email address	head.batleyparish@edukirklees.net
Date of previous inspection	1–2 November 2007

Information about this school

- This school is smaller than the average-sized primary school. There are six single-age classes in the main school and two in the early years.
- Pupils come from a range of ethnic backgrounds. Just under half are of White British heritage. Pupils from Indian, Pakistani and other Asian backgrounds are also represented. The proportion of pupils who speak English as an additional language is higher than the national average.
- The proportion of current pupils known to be eligible for support funded by the pupil premium is just below average, though the school is situated in an area of high deprivation.
- The proportion of pupils who have SEN and/or disabilities is slightly lower than the national average. The proportion of pupils with a statement of special educational needs, or an education, health and care plan is above average.

- The school met the government's current floor standards in 2017, which are the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.
- Significant changes in leadership have taken place since the time of the previous inspection. There have been two changes of headteacher. The current headteacher took up his post in 2015. There have also been changes of deputy headteacher. The current deputy headteacher and key stage 2 leader joined the school in September 2017. A new key stage 1 leader was also appointed at this time.
- Subject leadership responsibilities were reorganised in September 2017 and so many leaders are new to their roles.
- Significant staffing changes have also taken place over the last three years and there were difficulties in securing the services of established staff during the last school year for some classes.
- As a result of budget pressures in 2016, the learning support staffing was reduced.
- Over the last two years the governing body has undergone changes. About half of the governors are relatively new. There was a brief change of chair during the last school year but the current chair, who served at the time of the previous inspection, has resumed the role.
- The school received leadership support over the last school year from Norristhorpe Junior and Infant School, this arrangement being brokered through the local authority.
- A breakfast club operates each morning to provide support for approximately 20 pupils.

Information about this inspection

- Inspectors visited 21 lessons or part-lessons across classes to assess teaching and learning. The headteacher, deputy headteacher and early years leader viewed several lessons jointly.
- The inspectors listened to a selection of pupils reading from Years 3 and 6.
- Inspectors sampled work from all year groups in English, mathematics and a range of subjects.
- Inspectors conducted meetings with the local authority school improvement officer, senior leaders, subject leaders and members of the governing body. The lead inspector also spoke with a representative of the diocese by telephone.
- Inspectors analysed information from a scrutiny of school documentation. This included published data about pupils' progress and attainment, the school's report on its own effectiveness, school improvement plans, the school website, previous inspection reports and the school's latest assessment information.
- The inspectors viewed school monitoring information about the performance management of teachers. They also examined safeguarding documentation.
- Inspectors took the views of parents into account through informal discussions with parents at the start of the school day and by analysing responses from the 54 parents who had completed Ofsted's online questionnaire Parent View, over the last 365 days.
- The inspectors took the views of pupils into account through two planned meetings with groups of pupils from key stage 1 and key stage 2. Inspectors also met groups of pupils informally at playtime and lunchtime.

Inspection team

James Reid, lead inspector	Ofsted Inspector
Simon Bissett	Ofsted Inspector
Susan Twaits	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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