

# The Priory Church of England Primary School

Wick Lane, Christchurch, Dorset BH23 1HX

## Inspection dates

21–22 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	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Since the previous inspection, the school has experienced significant changes in leadership, staffing and governance. These changes have resulted in a decline in standards.
- Until recently, pupils' attainment and rates of progress have been much lower than those of other pupils nationally who have similar starting points.
- The quality of teaching, learning and assessment is variable across year groups and subjects. Over time, systems to track and record pupils' progress have not been effective. Leaders and teachers have not been able to identify pupils who are falling behind, or to intervene swiftly enough.
- Safeguarding is effective. However, governors do not have a sufficiently strong oversight of the school's safeguarding procedures. Records of staff training lack rigour.
- Although improving, pupils' behaviour is not yet consistently good across the school.
- Over time, leaders have not ensured that the school's curriculum provides pupils with a broad range of experiences. New plans introduced this term have not been implemented consistently in all year groups.
- Pupils' attendance is below the national average and shows little sign of improvement. Leaders' actions to reduce persistent absence are not yet having a demonstrable impact.

### The school has the following strengths

- The newly appointed headteacher has quickly acquired an in-depth and accurate picture of the school's areas for development. Along with two skilled assistant headteachers, he is driving improvement at a fast pace.
- Leaders' plans to improve the quality of teaching, learning and assessment are beginning to have an impact. As a result, rates of progress have increased. A higher proportion of pupils across the school are now on track to reach the standards expected of them.
- Parents and carers are fully supportive of the school and recognise the improvements made by the current leadership team.
- Children get off to a strong start in the early years. They make good progress from their different starting points and are well prepared for their transition into Year 1.
- The teaching of phonics is strong and so the proportion of pupils achieving the expected standard in the Year 1 phonics check is broadly in line with the national average.
- Pupils feel safe and value the support they receive from leaders and other members of staff.

## Full report

### What does the school need to do to improve further?

- Raise progress rates across key stage 1 and key stage 2 so that they are at least in line with those of other pupils nationally who have similar starting points.
- Continue to improve the quality of teaching, learning and assessment by ensuring that:
  - in mathematics, teachers provide pupils of all abilities with regular opportunities to apply their reasoning skills in a range of contexts
  - younger pupils use their phonics skills when reading independently.
- Strengthen pupils' personal development, behaviour and welfare by:
  - fully establishing systems to raise attendance so that rates of absence and persistent absence are in line with national averages or better
  - ensuring that there is a consistent approach to promoting learning behaviours across the school and that pupils take ownership of their own behaviour
  - developing pupils' understanding of other cultures and faiths beyond Christianity.
- Improve leadership and management at all levels by:
  - ensuring that development planning focuses precisely on the impact actions are expected to have on raising pupils' outcomes
  - providing subject leaders with greater opportunities to monitor the impact of their actions on pupils' learning
  - embedding curriculum plans and monitoring their implementation to check the impact teaching is having on pupils' outcomes across a wide range of subjects
  - developing robust systems for recording the training staff have undertaken in safeguarding, so that leaders and governors have a clear understanding of future need
  - developing governors' oversight of safeguarding by increasing the rigour of their monitoring of the school's procedures
  - raising pupils' awareness of fundamental British values.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, there has been a significant amount of turbulence in leadership, staffing and governance. This has included the school having four different headteachers in three years. Unsettled leadership, combined with historical weaknesses in the quality of teaching, learning and assessment, has resulted in a decline in pupils' progress and attainment. Standards at the end of Year 2 and Year 6 have fallen below national averages when compared with those of pupils who have similar starting points.
- The newly appointed headteacher has quickly secured an in-depth and accurate understanding of the school's strengths and areas that require improvement. He is ably supported by two assistant headteachers, one of whom started the journey of improvement during his period as acting headteacher. Collectively, they demonstrate passion, drive and a steely determination to make the necessary improvements.
- As a result of an accurate evaluation of the school's position, leaders' development planning is detailed and focuses on the appropriate areas. However, the measures that leaders have put in place to check the success of their actions lack precision and do not consistently identify the impact that actions will have on pupils' outcomes. This is limiting the effectiveness of the plan, as well as governors' ability to hold leaders accountable for the school's performance.
- The headteacher and assistant headteachers have a secure understanding of the quality of teaching across the school. Joint learning walks carried out during the inspection demonstrated that they have a precise knowledge of what constitutes effective teaching and learning. Leaders are using this knowledge to raise expectations, and teachers are responding effectively to these increased demands. However, the work in pupils' books shows some inconsistencies in teachers' expectations and their application of school policies. This affects pupils' outcomes across the school, which remain variable.
- Leaders and staff now have clear understanding of pupils' attainment and progress. The headteacher has implemented a rigorous system to track pupils' outcomes and leaders now check the progress made by individual pupils and groups of pupils. Where leaders identify that pupils are falling behind, they swiftly put in place interventions to address any gaps in pupils' understanding or skills. Consequently, the proportion of pupils working at, or above, the expectations for their age is increasing.
- The subject leaders responsible for English and mathematics have accurately identified the weaknesses in their subjects. They have put plans in place to develop curriculum provision, as well as improve the quality of teaching and learning. For example, a new mathematics scheme of work introduced this year is ensuring that pupils develop their knowledge, skills and understanding in a more consistent and progressive manner. However, leaders recognise that they have not been provided with sufficient opportunities to monitor the quality of provision in their subjects. This means that subject leaders do not yet have an in-depth knowledge of the impact their actions are having on pupils' outcomes.
- The headteacher has high expectations of staff. He encourages them to take risks in

their teaching to contribute to the school's development. Staff feel well supported by the headteacher and other leaders, but also suitably challenged to improve their performance. Leaders have introduced a set of 'non-negotiables' for the quality of teaching and, where performance falls below these expectations, records show that leaders have taken swift and decisive action.

- Leaders make effective use of the additional funding they receive for disadvantaged pupils and those pupils who have special educational needs (SEN) and/or disabilities. Although these groups make progress that is below that of other pupils nationally, it is in line with, and often above, that of other pupils in the school. Planned support meets pupils' needs and work in books shows that pupils are making good progress towards their individual targets.
- The headteacher has introduced new curriculum plans across the school. These are leading to greater coverage of national curriculum subjects and the development of pupils' knowledge, skills and understanding. However, work in books and discussions with pupils show that, despite definite strengths in provision, curriculum coverage is inconsistent across year groups. Hence, not all pupils are currently receiving a broad and balanced curriculum.
- Leaders are making effective use of sport premium funding. The physical education leader carefully tracks pupils' participation and, where necessary, encourages pupils to raise their levels of activity. She has also targeted funding to meet identified needs in teachers' development, for example in the teaching of gymnastics, dance and golf.
- Leaders actively promote pupils' spiritual, moral and social development. However, pupils' understanding of other cultures and faiths beyond Christianity is less developed. Similarly, pupils do not have a secure understanding of fundamental British values.
- Parents are overwhelmingly positive about the school. Nearly all parents who responded to Ofsted's online survey said they would recommend the school to others. This is a marked improvement on recent years. Many parents commented on the school's caring and nurturing ethos, as well as recent improvements in the school. One parent, summing up the view of many, wrote, 'The new headteacher is turning this school around; he is implementing many great initiatives and has brought it back to life.' Another parent wrote, 'There has been a marked improvement in the Priory School this year. Under the temporary leadership of the assistant headteachers for the autumn term, there was a much higher degree of pupil, parent and teacher interaction. The introduction of the new headteacher in January has continued this improvement and positivity around the school.'

## **Governance of the school**

- Over time, governors have not tackled identified weaknesses in the quality of teaching and pupils' outcomes with a sufficient level of urgency or rigour. Current governors acknowledged this and have made significant changes to the structure of the governing body. They have also successfully overseen the transition of leadership and appointed an ambitious, skilled headteacher with a clear vision for the school. These actions have had an immediate effect on raising expectations, increasing accountability and improving the quality of teaching.
- Governors now have a clearer understanding of the school's strengths and areas which

require improvement. The formation of a standards committee has focused governors' attention on pupils' attainment and the progress they make from their different starting points. Governors receive detailed information from the headteacher and hold leaders to account for their actions.

- Governors make regular visits to the school to check the information they are given and to monitor the progress being made towards targets in the school's improvement plan. They have made effective use of the external support from the local authority, school evaluation partner and local headteachers to validate the work of the governing body and that of school leaders.
- Governors do not have sufficient oversight of the school's safeguarding procedures. For example, they do not regularly check that school policies are implemented consistently. In addition, they have not carried out the most recent statutory audit of the school's safeguarding provision and practices.

## Safeguarding

- The arrangements for safeguarding are effective. Pupils in the school feel safe and well cared for; this view is supported by nearly all parents who completed the online survey or spoke with inspectors.
- From the moment visitors arrive at the school office, there is a clear sense that the school places great importance on the safety and welfare of its pupils. Checks are thorough, and staff give visitors precise information about the school's procedures. In addition, leaders make rigorous checks, in line with statutory requirements, to ensure the suitability of everyone working or volunteering in the school.
- Staff understand that safeguarding is everyone's responsibility and so they maintain a high level of vigilance. Staff can describe what they would do if they had any concerns about a pupil in the school. They also understand their responsibilities in other areas of safeguarding, for example in relation to the 'Prevent' duty and children missing from education.
- Records of staff training lack the required level of rigour. For that reason, the newly appointed headteacher has not been able to identify the training that staff have received and when update training is due. Although there is no evidence that this is putting pupils at risk, leaders recognise that this needs to be addressed as a matter of urgency.
- Leaders work effectively with external agencies and parents to ensure that vulnerable pupils receive the support they require.

## Quality of teaching, learning and assessment

## Requires improvement

- Although improving, the quality of teaching, learning and assessment is not yet good. Instability in leadership and changes in staffing have had a detrimental effect on the quality of teaching and the school's curriculum. Leaders have not kept up to date with changes to the national curriculum, particularly in mathematics. Some teachers have not had an in-depth understanding of the more demanding expectations for each year group. Over time, this has led to significant underachievement for pupils across the

school.

- The current leadership team has very quickly put systems in place to raise expectations and address historical underachievement. This has included a new policy for teachers' feedback to pupils and a set of 'non-negotiables' to improve the quality of teaching. Activities carried out during the inspection support leaders' views that there are many examples of strong practice now evident across the school. However, the work in pupils' books demonstrates that there are still some inconsistencies, and some teachers do not consistently implement the leaders' new approaches. For example, they do not routinely provide developmental feedback to pupils, in line with the school's agreed policy.
- Teachers now make better use of assessment information to plan learning that meets pupils' needs. Newly introduced assessment procedures measure pupils' actual attainment against expectations. Where pupils are at risk of falling behind, teachers plan work to address precisely gaps in understanding, knowledge or skills. As a result, greater proportions of pupils are now working at or above the expectations for their age.
- Pupils are positive about reading and enjoy the opportunities they are given to share books with adults and their peers. Teachers have placed a strong emphasis on raising pupils' comprehension skills and the impact of this is most evident in upper key stage 2. Pupils read with fluency, accuracy and expression. They are able to talk about the books they are reading, and the most able pupils confidently infer meaning from the text.
- The teaching of phonics is a strength of the school. Teachers and other adults have strong subject knowledge and tailor learning so that it meets each pupil's level of development. During these sessions, pupils accurately use their knowledge of sounds to read unknown words. However, younger pupils do not yet consistently use this knowledge in their own independent reading. This is slowing their progress and levels of comprehension.
- Pupils' writing books show evidence of teachers' raised expectations and subject knowledge. Where teaching is strongest, pupils develop their skills across a range of writing, including stories, poetry, reports and explanations. These books show that pupils are now making good progress in spelling, punctuation, use of grammar, sentence structure and composition. However, in some year groups, writing opportunities are more limited and teachers' expectations not sufficiently high. This inconsistency is slowing the progress of some pupils.
- In mathematics, a newly introduced scheme of work is supporting teachers in ensuring that pupils are working at levels more closely aligned with expectations for their age. Teachers and other adults have good subject knowledge and, in the majority of cases, ask probing questions to explore and deepen pupils' understanding.
- Leaders have introduced an additional weekly session devoted to mathematical reasoning and problem solving. Work in books shows that, following focused teaching, pupils are developing their ability to reason and discuss their thinking. However, pupils do not use these skills routinely in their everyday mathematics work. In some year groups, reasoning opportunities are more limited for pupils with lower- and middle-prior attainment. This slows their progress and limits the proportion of these pupils

working at the expected standards.

- The quality of teaching in subjects other than English and mathematics is inconsistent across the school. Where teaching is strongest, pupils gain knowledge and skills in humanities and the arts. In these year groups, teachers provide pupils with opportunities to apply their writing and mathematical skills in a range of contexts, for example the Black Gold project in Year 5. However, in some year groups, the curriculum lacks breadth, and opportunities for pupils to develop a broad set of skills are more limited.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Staff build positive relationships with pupils. This contributes to pupils feeling safe, happy and well cared for. Where pupils have concerns or worries, they know they can turn to a trusted adult for support. Pupils say that instances of bullying have reduced and are now rare. They are confident that any adult in the school would help them should the need arise.
- Pupils appreciate and talk positively about things in the school that help them when they feel sad. They know they can write their worries in the 'talk box' and they particularly like 'The Black Hat', a story written by a pupil in Year 6 which pupils say they read when they need 'cheering up'.
- The school's Christian distinctiveness is at the heart of its work. Pupils understand and talk knowledgeably about the values discussed in assembly and displayed around the school. These include, for example, respect, friendship and justice. However, they are less clear about fundamental British values.
- Pupils across the school do not have a secure understanding of other cultures and faiths beyond Christianity. Although there is evidence around the school that pupils have, for example, learned about Judaism, Islam and Sikhism, work in books shows that this is infrequent. Inspectors' conversations with pupils highlighted a lack of awareness and understanding in pupils of all ages.
- Pupils have a detailed understanding of e-safety and how they can stay safe when working on computers. They can recall information given to them in a recent talk by the NSPCC. They know, for example, not to share personal information with people they do not know.
- Pupils speak highly of their school and are proud to attend The Priory. They told an inspector that they value their teachers 'because they inspire us'.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils' behaviour in lessons and around the school is variable and is therefore not yet good. The headteacher and other leaders use a range of strategies to develop pupils' learning behaviours. They have introduced, for example, 'Ruby Resilient' and 'Ralph the Risk Taker'. Pupils talk positively about this new approach and how it is helping them to learn. Visits to classrooms and scrutiny of the school's records of behaviour demonstrate an improvement in this area since January. However, there are still examples of low-level disruption in lessons, which have an impact on the pace of learning in these classes.
- Teachers implement a range of strategies to manage behaviour and, where these are most effective, pupils respond appropriately. However, for a number of pupils, behaviour deteriorates when they are not under direct supervision. Similarly, pupils told inspectors that, during playtimes and lunchtimes, there are still examples of play which they consider to be too rough. Leaders are now working to encourage pupils to take greater responsibility for their own behaviour.
- Pupils' attendance has been below the national average for the past three years and shows little sign of improvement. The headteacher has now appointed a school leader for attendance. They have put in place strategies to reduce the level of persistent absence. These include raising the profile of attendance with parents and engaging with external agencies to support families with high rates of persistent absence or lateness. At the time of the inspection, this work was too recent to show any significant impact.

### Outcomes for pupils

### Requires improvement

- The progress of pupils currently in the school remains inconsistent across year groups and across subjects. This is because the quality of teaching across the school is not yet good. The school's most recent assessment information shows that, during this academic year, rates of progress have increased. Consequently, greater proportions of pupils are now working at the levels expected for their age. This information is supported by the work in pupils' books.
- Instabilities in the school's leadership and weaknesses in the quality of teaching have resulted in a decline in standards since the previous inspection. In 2016 and 2017, published assessment data for pupils at the end of key stage 1 and key stage 2, showed that there was significant underachievement in reading, writing and mathematics. However, assessment information for current Year 2 and Year 6 pupils shows that the proportions of pupils on track to reach the expected standards are significantly higher. This is also the case for pupils working at the higher standards and greater depth. The school's assessment information aligns with the quality of work in pupils' books and represents progress in line with that made by pupils nationally from similar starting points.
- Since the previous inspection, the proportion of pupils reaching the expected standard in phonics at the end of Year 1 has been broadly in line with national averages. The teaching of phonics is a strength of the school and pupils make good progress in response to high-quality phonics teaching in early years and Year 1.



- Pupils who have SEN and/or disabilities make progress which is at least in line with other pupils in the school. They receive effective support, tailored to their needs, which helps them make good progress towards targets in their individual plans.
- Disadvantaged pupils make progress which is line with that of other pupils in the school. Leaders have put in place detailed plans which make use of published research. Staff, including a highly skilled support assistant who helps pupils who have emotional needs, are reducing the barriers pupils face in their learning. Leaders recognise, however, that persistent absence remains too high for this group of pupils.
- Outcomes for pupils in subjects other than English and mathematics is variable. This results from inconsistencies in teaching and a curriculum which, until recently, has not provided pupils with a broad range of opportunities and experiences. All of this means that pupils are not fully prepared for the next stage of their education. This is particularly the case for pupils moving on to secondary school.

## Early years provision

**Good**

- Children make a strong start to their time in school in response to high-quality provision which is well matched to their needs. They make good progress from their starting points and are well prepared for Year 1.
- Children start school with skills that are broadly typical for their age. Some children, however, have lower levels of development in speech and language. In 2017, the proportion of children achieving a good level of development at the end of early years was above the national average. Children also made good progress towards the early learning goals for reading, writing and mathematics. Observations of learning for children currently in Reception highlight that provision and outcomes for these children continue to be good.
- The quality of teaching, learning and assessment in the early years is good. The class teacher has an in-depth knowledge of the children’s needs and plans activities which address gaps in their understanding and skills. This leads to children making strong progress across the different areas of the curriculum.
- The teacher is ably supported by a team of highly skilled teaching assistants. Communication is strong, and this ensures that all adults are well informed and focused on the intended learning outcomes for each activity. They use questioning effectively to guide children’s learning and probe their understanding.
- Adults plan a wide range of exciting activities which engage the children. Some activities are led effectively by adults, while others allow the children to explore their own ideas and work collaboratively together. For example, some boys had chosen to play a board game. This was developing their understanding of number and giving them an opportunity to practise their addition skills. Another child had chosen to practise writing out their phonic words on the whiteboard.
- The teacher and other adults have created a vibrant and well-resourced learning environment. They make effective use of the outdoor area. For example, during the inspection, children were using musical instruments to explore space sounds. One child explained that they thought space was loud and so had chosen to bang a drum.
- Children feel safe and standards of behaviour are good. Children understand the

routines and expectations. They take turns to share equipment and respond readily to adults' instructions.

- Children who have SEN and/or disabilities make strong progress from low starting points. This enables them to catch up with their peers and be well prepared for Year 1.
- Staff view parents as important partners in children's learning and provide opportunities for them to engage in learning activities. Parents talk positively about the information staff give them about their children's achievements. Parents spoken to on the playground were pleased with the school's early years provision and the level of care and support provided by adults.
- Safeguarding practices in the early years are effective. There are no breaches of statutory welfare requirements.

## School details

Unique reference number	113847
Local authority	Dorset
Inspection number	10047861

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Susan Solly
Headteacher	Paul Ruffle
Telephone number	01202 484105
Website	<a href="http://www.prioryschool.dorset.sch.uk/">www.prioryschool.dorset.sch.uk/</a>
Email address	<a href="mailto:office@theprioryschool.org">office@theprioryschool.org</a>
Date of previous inspection	5–6 February 2015

## Information about this school

- The Priory Church of England (VA) Primary School is a smaller-than-average-sized primary school. There are seven classes – one per year group.
- Since the previous inspection, there have been significant changes in the leadership of the school. In this time, there have been four different headteachers, with a new substantive headteacher taking up post in January 2018. There have also been a number of changes to the school's governance, with half of the governors joining the governing body within the past 12 months. The current chair of governors took over in September 2017.
- The vast majority of pupils are White British, and the proportion who speak English as an additional language is below the national average.
- The proportion of disadvantaged pupils supported through pupil premium funding is below the national average.

- The proportion of pupils who have special educational needs (SEN) and/or disabilities is above the national average, as is the proportion of pupils with an education, health and care plan.
- The school is a member of the Christchurch Learning Partnership. The newly appointed headteacher is being supported by an experienced headteacher from another local school.
- The school's most recent section 48 inspection of religious education took place in June 2013. The school is due to be reinspected this academic year.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

## Information about this inspection

- Inspectors visited classrooms to observe pupils' learning. A number of these visits were carried out jointly with school leaders.
- Discussions were held with school leaders, staff, members of the governing body, including the chair of governors, and representatives from the local authority. The inspectors also took into account responses to questionnaires completed by staff and pupils.
- Inspectors looked at the school's evaluation of its own performance, its improvement plan, a number of key school policies and the minutes of meetings of the governing body. They also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors spoke with pupils throughout the inspection to seek their views and listened to a selection of them read.
- Inspectors took account of 76 responses to Ofsted's online survey Parent View, including a number of free-text responses. They also spoke to a number of parents during the inspection.

## Inspection team

Jonathan Dyer, lead inspector

Her Majesty's Inspector

Marcia Northeast

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](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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