

Burnham-on-Crouch Primary School

Dunkirk Road, Burnham-on-Crouch, Essex CM0 8LG

Inspection dates

13–14 February 2019

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

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher has been unwavering in her determination that only the best will do for pupils and teachers. Leaders have established a culture of high expectations for all. This has resulted in the quality of education improving significantly.
- Pupils make strong and sustained progress in English and mathematics. Achievement has improved since the previous inspection. This is because leaders have ensured that the quality of teaching, learning and assessment in these subjects is highly effective.
- Teachers plan sequences of learning that are well suited to pupils' different capabilities. Consequently, all pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, make good, and often very strong, progress in a range of subjects.
- Leaders have planned a wide and interesting curriculum that is particularly successful in supporting pupils' academic and personal development.
- A broad range of extra-curricular clubs, trips and visiting speakers enhances pupils' learning experiences. Pupils gain a variety of knowledge and skills that prepare them better for the next stage of their education and life in modern Britain.
- Governors have worked hard to increase their skills and expertise so they can provide the right balance of support and challenge to leaders. They work with leaders to set and successfully respond to ambitious, appropriate priorities for improvement.
- Early years provides a splendid start to children's education. Adults use a range of stimulating and challenging activities that help children make excellent gains in learning. Children develop skills and attitudes that prepare them successfully for learning in key stage 1 and beyond.
- Leaders' efforts to improve pupils' behaviour have been successful. Pupils' behaviour is exemplary.
- Pupils' very strong relationships with one another, and with adults, make highly positive contributions to pupils' learning and self-confidence. Pupils are rightly proud of their school and of their achievements.
- Pupils enjoy school. Attendance is above the national average. Pupils are punctual and ready and eager to learn. However, the attendance of disadvantaged pupils is not yet as high as for other pupils in the school.

Full report

What does the school need to do to improve further?

- Improve the attendance of disadvantaged pupils so that it is as high as for all other groups of pupils in the school.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher has been uncompromising in her aim for pupils to achieve as well as they possibly can. Governors and senior leaders have been fully supportive in establishing a culture of the highest expectations and aspirations for all. Teachers and pupils have risen to the challenge. The quality of teaching, learning and assessment has improved further and, as a result, achievement is better.
- Leaders' high expectations and aspirations have not been realised at the expense of pupils' or staff members' well-being or happiness. Responses to Ofsted's staff survey were extremely positive about support from leaders and the improvements made. Almost all parents and carers who submitted comments to Parent View, Ofsted's online questionnaire, and all those who spoke to inspectors, were supportive of leaders and the school. One comment from a parent, typical of many, was: 'The school is amazing. I think the improvements made over the last few years have really set the bar for the pupils and it's paying off.'
- Leaders check regularly on the quality of education provided and their self-evaluation is accurate. They make sure priorities for improvement are precisely focused and underpinned by astute actions that make a positive difference to pupils' experience of school. For example, leaders' firm, thoughtful actions have improved pupils' behaviour and developed pupils' highly positive attitudes to learning. This, in turn, has helped to improve pupils' outcomes.
- Subject leadership is excellent. Leaders use their comprehensive subject knowledge and expertise to ensure that teachers' planning supports pupils' strong gains in learning over time. Leaders' regular checks make sure that teachers meet the needs of pupils and enable pupils to make sustained progress across a full range of subjects.
- Leaders use their checks on the quality of teaching, learning and assessment to identify what works best and where practice can improve further. Training and development opportunities are appropriately balanced between whole-school priorities and the development needs of individual staff. Staff, including teachers new to the profession, value the high-quality training and development provided. Leaders act quickly and decisively when the quality of teaching, learning and assessment does not meet the high standards they expect. As a result, teaching, learning and assessment are of the highest quality across the school.
- Leadership of provision for pupils with SEND is highly effective. The inclusion manager has a detailed knowledge of pupils' individual needs, of what is in place to support pupils in class, and of any additional help that is provided. Leaders make thorough checks to ensure that pupils get the help they need to develop independence and subsequently make gains in their learning. This results in pupils with SEND making strong progress.
- Leaders use external support wisely to improve the quality of teaching, learning and assessment. They use partnerships with other schools to share ideas and provide opportunities to observe very strong teaching, learning and assessment. Senior leaders make good use of opportunities provided by the local authority to check the accuracy of teachers' assessment and develop teaching, learning and assessment. Leaders have

also judiciously used external accreditation and support to improve the quality of teaching and learning and assessment. This includes work in subject areas such as science, modern foreign languages and physical education (PE) and to improve challenge for the most able pupils.

- Leaders have implemented a high-quality curriculum that provides the full range of national curriculum subjects. Pupils make strong progress in all areas of the curriculum because of leaders' careful consideration of how subject-specific knowledge, skills and understanding are developed over time. Leaders have planned carefully how to include learning in history, geography and religious education (RE) into topics to build upon and sustain pupils' interest.
- The curriculum supports pupils' spiritual, moral, social and cultural development extremely effectively. Leaders make sure a wide range of extra-curricular activities, visiting speakers and trips add to pupils' experience in the classroom. Pupils have many opportunities to pursue their interests in sport, drama, music and art. Pupils learn about the cultures, beliefs and views of others in RE and understand why this is important in Britain's diverse society. Pupils have worthwhile opportunities to reflect upon their own views about moral issues. For example, in a history lesson, Year 6 pupils referred to sources when giving their opinions on whether the Vietnam War was justified.
- The PE and sport premium is used very efficiently to provide pupils with a wide variety of opportunities to be physically active and experience a very broad range of sporting activities. Resources and training have been provided for teachers to ensure a wide range of sports are offered. Pupils are appreciative of these activities. An extensive range of popular sports clubs and physical activities are offered, including football, netball, dance, boccia and cross-country running.
- Leaders use the additional funding for disadvantaged pupils to ensure that pupils have access to all activities offered and have any additional help they need. This includes support from additional adults who provide help in the classroom and lead small-group and individual sessions. Leaders have evaluated their actions thoroughly and are clear about what works best to support learning. As a result, disadvantaged pupils make progress that is similar to, or better than, that of their classmates with similar starting points. Disadvantaged pupils' achievement is typically at least as good as that of other pupils nationally in the end-of-key-stage tests and teacher assessments.
- Despite their concerted efforts, leaders have not yet ensured that the attendance of disadvantaged pupils is as high as that of other pupils in the school.

Governance of the school

- Governors have made sure that they have developed their expertise and skills so that they have a detailed understanding of the work of the school and its leaders. They worked with the local authority to develop their ability to challenge and support leaders and now do so to very good effect. Governors keep up to date with developments in education through regular training and regularly review their skills. They make sure that when recruiting new governors, new members add to the knowledge and skills of the governing body.
- Governors are diligent in their checks on leaders' work. They use these checks to work

in partnership with school leaders to set clear priorities for improvement based on a deep, accurate understanding of the quality of education provided. Governors and leaders have a shared vision for the school and its pupils. Governors and senior leaders work together to set challenging, yet realistic, objectives that will help achieve their goals.

- Governors ensure that leaders use resources and additional funding efficiently. They have a very thorough understanding of the impact that additional funding has on the achievement of disadvantaged pupils and pupils with SEND. Governors have ensured that the PE and sport premium funding has been used appropriately and has had a sustained impact on pupils' experience of sport and physical activity.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors have ensured that adults working in the school give safeguarding the highest priority. Leaders' checks on the suitability of adults to work with pupils are meticulous. Governors scrutinise the record of these checks regularly to ensure that it is accurately maintained.
- Staff have regular training and updates on how to keep pupils safe from harm. Leaders ensure that they review policies and procedures regularly to reflect the latest published guidance. This means that adults are confident to recognise and report any concerns that they have about a pupil experiencing, or being at risk of, harm. The headteacher ensures that, when necessary, she has passed concerns to external agencies quickly. School leaders are tenacious in ensuring that pupils and their families receive the help that they need.
- Pupils have a strong awareness of how to stay safe in a variety of situations. They speak confidently about how to stay safe when using the internet and modern technology. Leaders ensure that staff teach pupils about risks and how to stay safe from harm in age-appropriate ways. They do this through the curriculum, a carefully planned programme of assemblies, and activities such as anti-bullying week.

Quality of teaching, learning and assessment

Outstanding

- Teaching across all classes and subjects is highly effective. Specialist subject teachers pass on their enthusiasm and passion to teachers and pupils alike. Subject leaders ensure that teachers develop excellent subject knowledge and use this to plan activities that motivate and engage pupils. This contributes to the substantial and sustained progress that pupils make across all areas of the curriculum and to pupils' positive attitudes to learning.
- Teachers use assessment information and their in-depth knowledge of pupils to plan activities that provide appropriate stretch and challenge for pupils of different abilities. Pupils find the work neither too easy nor too hard and are interested by the tasks set. They feel challenged to do their best and deepen their learning. Consequently, pupils make significant gains in learning and time is used efficiently.
- Teachers are highly successful in teaching pupils the skills of writing. They teach pupils

how to write for different purposes and audiences and pupils use grammar and punctuation correctly. Teachers provide opportunities for pupils to practise these skills in other subjects. This helps pupils to become confident writers and to make very strong progress. Consequently, the quality of pupils' writing is equally high in other subjects as it is in their English books.

- Pupils enjoy reading because teachers promote reading for pleasure. Pupils read regularly, both in school and at home. Teachers are very successful in teaching pupils the skills and strategies they need to understand texts, including the demanding texts read by the most able pupils. Consequently, pupils achieve highly in reading and make very strong progress. They develop the reading skills needed to have access to the wider curriculum.
- Adults teach phonics regularly. They follow the chosen phonics scheme closely, modelling the sounds made by combinations of letters accurately. This results in pupils using their phonic skills confidently to read unfamiliar words and support their spelling.
- Teachers provide pupils with many opportunities to become confident in using and applying their mathematical understanding, including problem-solving and reasoning skills, in a range of contexts and other subjects. For example, pupils show their understanding of symmetry in art and use graph-drawing skills in science and geography. As a result, pupils' progress in mathematics is very strong.
- Teachers have equally high expectations of all pupils. Teachers have an in-depth knowledge of individual pupils and accurately identify barriers to learning. This means that teachers make sure pupils get any additional help and resources that they need to overcome any difficulties. Teaching assistants use their detailed knowledge and expertise to support pupils to be successful in gaining confidence and developing independence in their learning. This results in pupils with SEND and disadvantaged pupils making positive, and often very strong, progress from their individual starting points.
- Teachers are highly skilled in using questioning to deepen and probe pupils' understanding, often asking pupils to build upon their answers or the answers of others. Teachers use the school's chosen marking and feedback system to identify pupils' next steps in learning, and to identify and correct misunderstandings. Pupils respond to the insightful feedback provided by teachers and make strong gains in knowledge, skills and understanding as a result.
- Through carefully planned opportunities and considered grouping of pupils, teachers promote pupils' personal and social development successfully. Teachers provide opportunities for pupils to work collaboratively with others and share ideas. Pupils also have opportunities to work independently. Pupils therefore develop confidence, learn to listen respectfully to the opinions of others, and discuss and debate ideas sensibly.
- Teachers' use of consistent routines and approaches to teaching, learning and assessment mean that pupils know what is expected of them. Pupils respond positively to teachers' high expectations and classrooms have an atmosphere that supports pupils' strong learning and progress.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders and governors recognise that pupils' well-being and welfare are essential foundations for academic progress. Leaders have devoted the necessary resources and time to ensure that there are high levels of pastoral care that allow pupils to flourish.
- Many parents commented positively about the support that the school offers and how adults strive to help pupils to 'be the best they can be'. A comment submitted to Parent View that reflected many others was: 'The school provides a safe and harmonious place for the development of my son's education in all areas – academically, socially and well-being.'
- Teachers and other adults use their detailed knowledge of pupils to ensure that pupils get any help that they need when they experience difficult times. Pupils are confident to share any concerns that they have and know that adults will deal with them quickly. The school's family support worker provides welcome support to some pupils and their families. Leaders ensure that, when necessary, they draw upon support from other organisations and specialist services to provide support to pupils and their families. Therefore, pupils feel very well cared for.
- Arrangements to support pupils when they join the school are very strong. This includes pupils who join the school part-way through the year. A number of parents commented on how the school's friendly, welcoming atmosphere had helped their children settle in quickly, make friends and grow in confidence.
- Pupils understand that British society is diverse and that this is why they learn about the beliefs, cultures and values of others. They show respect for others and value difference. This is reflected in the very few incidents of racist or derogatory language. One parent commented on, 'the respectful and caring atmosphere that this school provides and actively encourages,' and this accurately reflects the views of many other parents and pupils.
- Pupils report that bullying is rare and dealt with quickly when it does occur. This reflects the views of staff and the very large majority of parents. School records confirm that this is the case.
- Roles as prefects, members of the school council, eco warriors and reading partners allow pupils to experience responsibility. Pupils value and are proud of these roles. Pupils learn about the democratic process through electing members of the school council. Through these roles, they also play an active part in school life and the local community.
- Leaders' work to promote pupils' spiritual, moral, social and cultural development is particularly successful. Pupils learn about maintaining their emotional well-being in age-appropriate ways. Activities such as Black History Month complement pupils' learning in history and RE. Pupils have opportunities to pursue sporting and cultural interests through sports clubs, music lessons and youth theatre. Leaders also celebrate pupils' academic achievements and highlight the value of education. Leaders have helped to raise pupils' aspirations. Pupils recognise how their experience at the school

prepares them for life in modern Britain and helps them to achieve the school's aim of 'being connected to our world'.

Behaviour

- The behaviour of pupils is outstanding.
- On taking up her post, the headteacher recognised that behaviour was not as good as it needed to be if pupils were to fulfil their potential and achieve as well as they should. Expectations of behaviour were raised considerably, and leaders changed the behaviour and rewards policy. Leaders' steadfast determination to eradicate unacceptable behaviour has been successful. Pupils, teachers and parents report that behaviour has improved and is very good.
- Pupils' behaviour in lessons is excellent and often faultless. Incidents where pupils' behaviour disturbs the learning of others are extremely rare. Pupils respond positively to teachers' high expectations and carefully planned, interesting learning activities. During less structured times of the day, such as break- and lunchtime, pupils show the same high standards of behaviour.
- Pupils who join the school part-way through the school year quickly respond to teachers' high expectations. Leaders ensure that actions and support mean that there are marked improvements in the behaviour of pupils who have difficulties in managing their own behaviour.
- Pupils enjoy school, as is shown by their high levels of attendance. Overall attendance has been above the national average for a number of years, and few pupils are frequently absent. Teachers monitor pupils' attendance closely. High attendance and punctuality are rewarded through celebration assemblies and certificates. However, despite leaders' best efforts, the attendance of disadvantaged pupils is not as high as that of other groups in the school.

Outcomes for pupils

Outstanding

- In 2018, pupils made above-average progress in reading, writing and mathematics by the end of key stage 2. Pupils' progress in reading and mathematics has improved over the past three years and has been consistently above average. Pupils' progress in writing has improved year on year and was in the top 10% of schools nationally in 2018, as was progress in mathematics. This reflects how the quality of teaching, learning and assessment has improved over time and that it is now highly effective.
- The proportions of pupils attaining the expected and higher standards in the combination of reading, writing and mathematics by the end of key stage 2 have increased over three years. This shows that increasing numbers of pupils start secondary school with the skills and knowledge they need in these subjects.
- Pupils' attainment at the end of key stage 1 in reading, writing and mathematics has increased over the past three years and was above the national average in 2018. The proportions of pupils working at greater depth in these subjects were well above the national averages.
- Increasing proportions of pupils have achieved the expected standard in the Year 1

phonics screening check. The proportion doing so was just above the national average in 2018. This reflects the effectiveness of phonics teaching in the school and that pupils gain a solid foundation for their reading and spelling skills.

- Inspectors' scrutiny of current pupils' work shows that pupils are making strong and sustained progress in the full range of subjects and in all classes.
- The most able pupils make very strong progress because teachers use assessment information to plan activities that provide stretch and challenge. Pupils are required to demonstrate deep understanding, which means they constantly aim to improve their work and attain the higher standards.
- Pupils with SEND typically make very strong progress, including those pupils with very low starting points. This is because teachers, and the leader responsible for pupils with SEND, accurately and swiftly identify pupils' needs and provide highly effective support to meet these needs.
- Disadvantaged pupils make the same good and very strong progress as their classmates with similar starting points. This is because teachers have equally high expectations and provide support to address individual pupils' barriers to learning. Disadvantaged pupils' achievement at the end of key stages 1 and 2 is typically at least in line with that of other pupils nationally.
- Pupils' attainment in science has typically been in line with the national average. Leaders have acted to raise the profile of science within the school, made use of specialist teachers and support, and provided more time for learning science. As a result, pupils currently in the school, including the most able, are achieving highly. Pupils are making substantial gains in their scientific knowledge, investigative skills and their ability to use scientific ideas in their explanations.
- Leaders have made sure that expectations and levels of challenge in subjects other than English and mathematics are high and enable pupils to make sustained progress across the curriculum. For example, in history and geography, pupils develop key subject knowledge and develop skills of analysis, comparison and evaluation of sources. This ensures that pupils are well prepared for secondary school.

Early years provision

Outstanding

- Adults working in early years share the high expectations and aspirations seen elsewhere in the school. This is clearly evident in the quality of education provided in the Reception classes.
- The recently appointed early years and key stage 1 leader has an accurate view of the many strengths in the provision. However, she, as with other leaders, is not complacent. She has taken appropriate actions to further enhance children's learning experiences. For example, adults have changed how they keep a record of children's development of writing skills. This builds upon what was already very strong teaching, learning and assessment and is supporting children to make sustained and rapid progress. Many are already writing at a standard that would be expected at the end of their time in Reception.
- Most children join the school with skills that are slightly lower than those typical for their age. The proportion of children who attain a good level of development by the

end of Reception has increased over the past three years and has been consistently above the national average. The proportions of children achieving the expected stages of development in each area of learning are typically at or above the national averages. Because of highly effective teaching, learning and assessment, children make outstanding progress. They develop the skills and attitudes that support their learning when they move into Year 1.

- Adults plan purposeful learning activities that support all aspects of children's development equally well. Adults make sure that the activities provided in sessions where children choose their own activities provide ample opportunities for children to develop their early writing, reading and number skills. These build upon adult-led, focused literacy and mathematics sessions, but also provide opportunities for children to be creative and collaborate with one another.
- Adults are particularly skilful at adapting activities to support the learning of individual children. They have an accurate knowledge of each child's development and those areas that they need to strengthen. Activities are appropriately challenging to children, whatever their capabilities. As a result, children make very strong progress whatever their starting points. Children develop curiosity, concentration and positive attitudes to learning.
- Children's behaviour in early years is exemplary. Adults model how children should behave and communicate with one another extremely well. Children respond to adults' high expectations of behaviour. Excellent relationships are evident in the way children play and learn with one another and with adults.
- Leaders ensure that transition arrangements quickly help children to settle into early years. Parents appreciate adults' efforts to help children get used to the routines of early years. Parents welcome the opportunities to be involved in their children's learning, for example through workshops that are provided by teachers.
- Children are kept safe and are well cared for. Safeguarding arrangements in early years are effective. All of the required welfare arrangements are met.

School details

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| Unique reference number | 114821 |
| Local authority | Essex |
| Inspection number | 10081090 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 416 |
| Appropriate authority | The governing body |
| Chair | Daniel Tunbridge |
| Headteacher | Kelly Stock |
| Telephone number | 01621 782070 |
| Website | www.burnhamprimary.uk |
| Email address | admin@burnham-on-crouch.essex.sch.uk |
| Date of previous inspection | 3 July 2018 |

Information about this school

- Burnham-on-Crouch Primary School is larger than the average-sized primary school. The very large majority of pupils are of White British heritage. The proportion of pupils with SEND who have an education, health and care plan is above the national average. The proportion of disadvantaged pupils is broadly in line with that in a typical primary school.
- The headteacher was appointed in September 2015. There have been significant changes in staffing, governance and leadership responsibilities since this time.
- The school makes use of effective support and development opportunities provided by the local authority. The school works collaboratively in a partnership with other local schools. The school has achieved a number of quality marks and awards from external organisations.
- At its most recent full inspection under section 5 of the Education Act in November 2014, the school was judged to be good. A short inspection under section 8 of the

Education Act took place in July 2018. This judged that the quality of education provided by the school had remained good and that there had been significant improvements in some areas.

Information about this inspection

- Inspectors observed learning in all classes. Most of these observations were carried out jointly with the headteacher or other senior leaders. The inspection team scrutinised work in pupils' books when visiting lessons and carried out a more detailed scrutiny of a sample of key stage 1 and key stage 2 pupils' work from across the curriculum. Inspectors reviewed the learning journeys of children in the Reception class.
- Inspectors spoke to pupils in lessons, met with pupils from key stage 1 and key stage 2 and spoke to pupils when observing them at informal times, such as break- and lunchtime, to gather their views on the school. Inspectors also analysed the 97 responses to Ofsted's online survey for pupils. Inspectors observed an assembly and registration.
- Meetings were held with senior leaders, subject leaders and members of the governing body. The lead inspector held telephone conversations with a representative from the local authority and an external consultant who works with the school. Inspectors considered the 47 responses to Ofsted's staff questionnaire and held discussions with teachers.
- Inspectors spoke to parents at the start and the end of the school day and considered one letter from a parent to gather views on the school. Inspectors also reviewed the 99 responses submitted to Parent View during 2018/19, including 90 free-text comments.
- The inspection team reviewed a range of school documents and policies, including behaviour and attendance information, information about pupils' achievement, minutes of governing body meetings and documentation relating to the safeguarding of pupils.

Inspection team

| | |
|-----------------------------|-------------------------|
| Paul Wilson, lead inspector | Her Majesty's Inspector |
| Susan Sutton | Ofsted Inspector |
| Rachel Welch | Ofsted Inspector |

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