

Starbank School

Hob Moor Road, Birmingham B10 9BT

Inspection dates

2–3 July 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
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 an inadequate school

- The behaviour of a significant minority of pupils in Years 7 to 11 is poor and unsafe. Their aggressive, defiant behaviour leaves other pupils and some staff feeling vulnerable. Safeguarding is ineffective.
- Leaders' and governors' actions to address unacceptable behaviour have had insufficient impact.
- Since the previous inspection, leaders have not kept pace with managing the expansion of the school's age range and size sufficiently well. Worsening behaviour, fractured leadership and staff absence have led to the school's decline.
- Leadership is fragmented in the secondary phase of the school. They are not united in improving teaching or behaviour or developing the curriculum effectively.
- Governance is weak, because governors do not know their school well enough.
- Secondary-aged pupils do not make the progress of which they are capable, because the quality of teaching is not consistently good. Teachers do not consistently follow the school's behaviour policy.
- Pupils' personal development and welfare in the secondary phase are significantly hampered by pupils' poor behaviour. This is not the case for primary-aged pupils.
- Many pupils in the secondary phase arrive late to school, sometimes without essential equipment or being ready to learn. This disrupts the start of the school day.
- A sizeable proportion of parents and carers do not have confidence in school leaders to keep their children safe. They do not feel that their concerns are dealt with appropriately.
- Leaders have not ensured that reading books are well matched to pupils' phonics skills.

The school has the following strengths

- The primary phase is well led and managed. Pupils achieve well, because of effective teaching. They display good behaviour and show an enthusiasm for learning.
- The family and community engagement team makes a strong contribution to raising pupils' and parents' aspirations.
- Children in the early years make good progress, because staff provide them with good-quality learning experiences and a high level of care.
- The school's primary curriculum is well planned to provide pupils with a wide range of appropriate learning experiences.

Full report

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

What does the school need to do to improve further?

- Ensure that there is a culture of safeguarding by taking appropriate action to ensure that all pupils feel safe, and are safe, in the school.
- As a matter of urgency, improve pupils' personal development, behaviour and welfare in the secondary phase by ensuring that:
 - all staff follow the school's agreed behaviour management policy consistently in lessons
 - leaders devise and implement an action plan to reduce incidents of serious misbehaviour
 - leaders use monitoring information about pupils' behaviour to devise suitable strategies to help improve behaviour
 - staff are trained to manage pupils' challenging behaviour successfully
 - pupils arrive to the school on time, wearing the correct uniform, and with the correct equipment to start lessons promptly.
- Improve the effectiveness of leadership and management, including governance, by ensuring that:
 - senior leaders unite leaders in the secondary phase, so everyone is working towards common goals for the benefit of all pupils
 - middle leaders in the secondary phase have a demonstrable impact on pupils' achievement in their specialist subject areas
 - governors develop an accurate picture of the school's work, especially with regard to pupils' behaviour and the use of sanctions
 - all fixed-term exclusions are recorded accurately
 - senior leaders strengthen communication with parents, particularly in relation to resolving their concerns or complaints.
- Improve the quality of teaching and learning across the secondary phase, so all pupils make good progress, by ensuring that:
 - teachers successfully build on pupils' prior learning from key stage 2
 - transition arrangements from key stage 2 to key stage 3 are improved, so that there is effective sharing of information, especially in relation to pupils with special educational needs and/or disabilities (SEND)
 - there is stability in staffing, so that appropriately qualified teachers teach their subjects effectively

- teachers raise their expectations of what pupils should achieve and set work that is challenging enough to meet the needs of all pupils.
- Ensure that teachers closely match reading books to pupils' phonics abilities.

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

Inadequate

- In stark contrast to the primary phase of education, leadership of the secondary phase is noticeably weaker, specifically in relation to behaviour management and the leadership of teaching and learning. As the school has grown in size, senior leaders have not built on the strong systems that exist in the primary phase to ensure that secondary-aged pupils receive a similar good-quality learning experience.
- A marked deterioration in pupils' behaviour, turbulence in leadership, many staff changes and an increase in staff absence since the time of the last inspection have led to a significant decline in the school's overall performance.
- In the secondary phase, leaders often work in isolation and do not readily share key information with each other about pupils to support their learning and behaviour. For example, staff in the secondary phase have limited access to essential information to help them plan and deliver effective learning and support pupils' behaviour.
- Over the last year, leaders have not done enough to address the poor behaviour of some secondary-aged pupils. Consequently, leaders and staff are now battling against an ingrained culture of unacceptable, defiant and sometimes unsafe behaviour. Pupils' refusals to follow teachers' instructions are all too frequent, and fights between pupils are not uncommon. Teachers are not following the school's behaviour policy consistently, and leaders are using unlawful exclusions to manage behaviour.
- Staff morale in the secondary phase is not good, because leaders have failed to understand and, in some instances, respond to teachers' concerns about pupils' worsening poor behaviour. However, the very recent addition of new leaders and their positive actions in relation to behaviour have given staff some confidence that the future looks more positive.
- The secondary phase has been plagued by staff absence. As a result, supply staff or cover staff are frequently responsible for taking lessons. Some do not have the necessary skills and knowledge to teach a subject effectively. This means that pupils do not experience continuity in learning to ensure consistently good progress across all subjects.
- Leaders have an accurate view of the school's current priorities for securing better teaching and learning, based on careful analysis of the school's assessment information. Leaders have started to put in place middle-leadership structures for the secondary phase, although these changes have not had time to have had sufficient impact on developing the curriculum or the quality of teaching across the secondary phase.
- The leadership of pupils with SEND is less effective in the secondary phase than in the primary, because information about pupils is not shared well with all staff. Consequently, some teachers are unfamiliar with the specific needs of pupils with SEND. In addition, leaders do not have a clear oversight of how additional funding is used. Effective leadership of SEND in the primary phase is supporting pupils to make good progress.

- Leadership of the primary phase is well coordinated and effective. There is a strong sense of teamwork, and leaders work seamlessly across the three primary sites to bring about improvements. Leaders support each other well and share their expertise. They respond quickly to any dips in pupils' performance, by the effective implementation of well-crafted action plans.
- Primary leaders have developed an appropriate, engaging curriculum that supports pupils' learning well. A broad and balanced curriculum exists in the secondary phase up to Year 8, then it narrows in Year 9, although it maintains a strong academic core. Leaders organise a range of enrichment activities for key stage 4 pupils to broaden pupils' experiences beyond the school curriculum.
- All pupils have a variety of opportunities to enhance their spiritual, moral, social and cultural development across different curriculum subjects. Pupils visit museums and theatres, which helps them to develop an appreciation of history and the creative arts.
- Leaders use the pupil premium funding effectively to widen pupils' horizons and give them rich cultural experiences. For example, funding is used to pay for music lessons. The use of funding is helping to diminish the difference in achievement between disadvantaged pupils and all pupils nationally.
- Parents express mixed views about the school. Parents of primary-aged pupils generally speak favourably of the school and the quality of education it provides. Some parents of secondary-aged pupils are worried about their child's safety and feel that behaviour is poorly managed.

Governance of the school

- Governors do not have an accurate view of how well the school is performing, especially in relation to the secondary phase of education. Governors are too accepting of the information they receive from school leaders. For example, although they knew about some serious behaviour incidents, they were unaware of the general demise in good behaviour and the significant increase in fixed-term exclusions.
- Governors' lack of awareness about the reality of some aspects of school life means that unacceptable practices, such as sending home pupils for poor behaviour without formally excluding them, go unchecked. This means that some pupils, particularly those with additional needs who are vulnerable, do not receive their entitlement to a full-time education.
- The governing body lacks the essential critical approach to challenge leaders and hold them fully to account for all aspects of the school's work. Consequently, governors do not take the lead on strategic thinking as well as they might, in order to contribute effectively to improving the school's provision.
- Governors have a good understanding of the high-quality community work that the school is involved in. They also have a detailed knowledge of strengths and weaknesses in teaching and learning, although their challenge to leaders regarding securing improvements has been limited.

Safeguarding

- The arrangements for safeguarding are not effective.
- Pupils in the secondary phase are potentially at risk of harm, because of the unsafe behaviour of a significant minority of pupils. In recent months, leaders have increased levels of staff supervision in corridors and other communal spaces. Pupils say that this is helping them to feel safer.
- Some pupils say they do not feel safe, because of the poor behaviour of secondary-aged pupils. Older primary pupils say they are worried about moving onto Year 7 because of behaviour. One comment typified the views of other Year 6 pupils: 'It's frightening to think that we have to go to secondary soon.'
- The school's checks on pupils who are on part-time timetables are not thorough enough to ensure that vulnerable pupils are kept safe when not in the school.
- The school has several strengths in relation to safeguarding practices. Staff are vigilant. They know the signs to look for that a pupil may be at risk of harm and report them without delay to one of the safeguarding team. Safeguarding leaders work closely with a range of other agencies to put in place support for vulnerable pupils.
- Safeguarding leaders are knowledgeable. They ensure that all staff are kept well informed about any emerging local safeguarding concerns. Regular staff briefings and training mean that all staff are well equipped with essential safeguarding knowledge and skills.
- Leaders ensure that all new staff and volunteers are appropriately vetted to reduce the risk of unsuitable adults working with children.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment in the primary phase is good and promotes good progress. However, in the secondary phase, teaching is at times poor. The management of behaviour is not strong enough.
- Secondary teachers do not consistently plan good-quality learning experiences that build upon prior learning, including that secured in the primary phase. Often, tasks are too easy, and this contributes to pupils' lack of engagement.
- In some key stage 3 and 4 lessons, learning is hindered by low-level disruption. Pupils talk when the teacher is talking, fail to follow instructions and call out. Too often, staff do not insist on high standards of behaviour. Consequently, pupils do not achieve as well as they should over time.
- Teachers do not have appropriate expectations of secondary-aged pupils. Staff sometimes accept work of a poor quality. The school's homework policy is not followed consistently.
- The recurrent use of supply teachers or cover staff means that some staff do not have the knowledge that they need to teach a subject well. Others have a better understanding of the subject they are teaching and use this to help pupils deepen their

knowledge through probing questioning. However, the use of questions to develop understanding is too inconsistent.

- Where teaching is most effective in the secondary phase, staff have higher expectations of the pupils and plan activities that help pupils make good progress from their different starting points. They create a positive climate for learning.
- The quality of teaching and learning in the primary phase is good. Established routines, high expectations and a clear structure to learning help pupils to develop the skills and knowledge that they need to make good progress across the curriculum.
- Pupils enjoy reading and they use their literacy skills well in a range of subjects. Staff help pupils to develop their vocabulary, and reading is generally taught well. However, leaders have not ensured that pupils read books that are well matched to their phonics ability.
- Pupils are given opportunities to develop their mathematical fluency and problem-solving skills in different situations. This supports pupils' progress well in mathematics.
- Teachers plan interesting writing tasks in the primary phase that link to quality fiction books such as 'The Lion, the Witch and the Wardrobe'. Pupils write confidently for a range of purposes. However, handwriting is not well formed in some books, and repeated misuse of basic punctuation is evident.
- On some occasions, teachers in the primary phase do not use assessment information well enough to plan activities that build upon prior learning and help pupils deepen their knowledge.
- Teaching assistants are well deployed in the primary and early years settings. All groups of pupils are helped to develop a love of learning and supported and challenged to make good progress.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders do not effectively promote pupils' welfare, because secondary-aged pupils are at risk from unsafe, aggressive behaviour from a significant minority of other pupils. Some pupils worry about their safety while at the school.
- Pupils have an understanding about other cultures, communities and religions other than their own. Most pupils show respect towards those with different views to their own. Pupils benefit from a comprehensive personal, social, health and economic (PSHE) programme. They understand the importance of fundamental British values and recognise how these help everyone to get along in society. Through the PSHE curriculum, pupils are taught about how to keep safe. For example, they are taught about the risks from knives, as a result of work on knife crime.
- Pupils in the primary phase experience a range of additional activities to enable them to grow in independence and confidence. For example, they learn how to cycle safely and know about road safety. Pupils are also taught about internet safety, although

some primary-aged pupils were less confident in talking about how they would stay safe online.

- In the primary phase, positive relationships between staff and pupils support effective learning. This is not consistently the case in the secondary phase, where relationships are sometime more strained because of behaviour issues.
- Appropriate transition arrangements are in place to help primary pupils navigate the move from one year to the next. However, arrangements in the secondary phase, particularly for the move from Year 6 to Year 7, are less effective because information is not always shared fully with the new teacher.
- The work of the family and community engagement team is a strength of the school. Its work on raising both pupils' aspirations and those of parents is second to none. For example, they organise a visit to a university to give parents a flavour of higher education. Compelling evidence shows that more parents are becoming more deeply involved in their children's education as a result of their work.
- Leaders have established an effective careers education programme that starts in Year 7. This includes visiting speakers from a range of careers and occupations, and work experience for all Year 9 pupils. This programme helps pupils make informed choices about which courses suit their academic needs and prepares them well for the next stage of their education.

Behaviour

- The behaviour of pupils is inadequate. Behaviour in the secondary phase of education has significantly deteriorated over the last year. The behaviour of pupils across the primary phases is good overall.
- Too many pupils in the secondary phase show a complete lack of respect for leaders and other school staff. All too often, pupils are defiant and ignore reasonable requests from staff to follow instructions. In some lessons, pupils shout out and argue with the teacher. In addition, some pupils do not wear the correct school uniform.
- During movement from one lesson to the next, and despite high levels of staff supervision, corridors in the secondary phase are disorderly with pupils pushing each other.
- Most pupils say that views about behaviour portrayed by the media, including the use of knives, are 'over-exaggerated'. Inspectors agree. Leaders have dealt with the very small number of isolated knife incidents robustly. Media myths such as 'Fight Thursday' have only added to the difficulties that leaders are experiencing in managing behaviour.
- Too many teachers in the secondary phase do not apply the school's behaviour management policy consistently, if at all. Strategies for managing poor behaviour are often ineffective, including when pupils, who are sent out of class, spend time in isolation. Leaders sometimes ask parents to come and collect their children if they have misbehaved, rather than excluding them. This is unlawful.
- The sheer weekly volume of daily detentions, frequent use of isolation and the high increase in the number of fixed-term exclusions demonstrate that leaders are not taking enough proactive measures to bring pupils' behaviour under control.

- After the registration bell, large numbers of secondary-aged pupils continue to arrive late to school with no sense of urgency about getting to lessons. Once in classrooms, some pupils do not have the correct equipment required for the lesson. Consequently, lessons do not get off to a crisp start and pupils lose valuable learning time.
- Leaders do not have a clear overview of attendance for different groups, although overall attendance is improving. In comparison with 2018, attendance of secondary pupils has improved the most, although it still remains below the national average.
- Primary-aged pupils generally behave well and show positive attitudes to their learning. Classroom routines at the start of the school day are well established and pupils quickly settle down to work. Pupils usually treat each other with respect on the playground, although a few pupils say that fights occasionally happen. Occasionally in lessons, pupils become disengaged when the work is not as well matched to their needs as it could be.

Outcomes for pupils

Requires improvement

- There have been no published results for secondary pupils who attend the school. However, work in books and the school's internal assessment information indicate that they have made inconsistent progress across the curriculum. Most groups of pupils make similar progress from their starting points, but this varies within and between subjects. The school's information indicates that pupils make better progress in food technology, English and photography than in other subjects. Progress is weakest in computing, geography and religious education.
- Pupils' progress in the secondary phase is hampered by poor behaviour, particularly in science, humanities, design technology and Spanish.
- Over time, outcomes in other parts of the school have been good. All groups of pupils in last year's Year 6 made strong progress in reading and mathematics. Pupils in key stage 1 have made good progress from their starting points for the last three years.
- Outcomes in writing have not matched those in reading and mathematics in the primary phase. However, current pupils, particularly the most able, are making improved progress in writing, due to the school's renewed focus on literacy and quality books.
- Outcomes in phonics have been similar to the national average and all primary pupils are encouraged to read regularly. Pupils enjoy reading.
- Pupils for whom English is an additional language have made better progress than other pupils nationally in reading and mathematics by the end of key stage 2. Their progress in writing has been broadly average. This group of pupils have made similar progress to other pupils in the school in key stages 3 and 4.
- Pupils with SEND are supported to make good progress in the primary phase and in the secondary nurture group. However, although it is beginning to improve, the progress made by pupils with SEND in mainstream secondary classes is not consistently good, because the curriculum is not adapted well enough to meet their needs.
- Last year, disadvantaged pupils in Year 6 made better progress than the national average for other pupils in reading and mathematics. Current pupils are making

improved progress, and differences in the standards reached by disadvantaged pupils and other pupils nationally are reducing in every key stage.

- Primary-aged pupils are well prepared for the next stage of their education. Pupils in key stage 1 and key stage 2 are helped to develop the knowledge and skills that they need to succeed in the next key stage. Secondary-aged pupils are helped to make informed choices about their next steps through the comprehensive careers programme.

Early years provision

Good

- Leadership of the early years is good. Leaders across each setting know their children well and plan an effective curriculum to meet their needs. They check the accuracy of their assessment of children's progress regularly and plan together to ensure consistency in provision and practice.
- Most children start Nursery with knowledge, skills and understanding that are well below those which are typical for their age. However, they make good progress so that, by the end of Reception, approximately two thirds of children achieve a good level of development. Over time, this proportion is improving and getting closer to the national average.
- Adults have high expectations and children are taught well. Children learn in well-organised vibrant environments, both indoors and outdoors. Adults plan interesting activities for children to develop their language skills, such as creating a story setting in the role-play area or discussing and exploring how water flows in guttering. Children use their imagination and play well together.
- The range of children's home languages and cultures are celebrated in the environment. For example, some labels are in Arabic. In the 'Mosque' role play area, children respectfully remove their shoes. Leaders engage parents in a range of workshops, so that parents can help their children at home. Leaders make good use of the family and community engagement team to communicate with parents who do not speak English.
- Adults provide many opportunities for children to write independently. Adults address misconceptions promptly and encourage children to form letters correctly. As a result, most children form letters well. In Reception, children write sentences using phonetically plausible words and read their work back accurately. They use prompts and resources well to help them write, using finger spaces, capital letters and full stops.
- Children use and apply their knowledge and skills in mathematics in different contexts. For example, outdoors, children bounce balls on numbers and record them accurately. At snack time, children count out and share the apples.
- Children with SEND are well supported, so that they make as much progress as possible. Leaders use assessment information effectively, so that vulnerable and disadvantaged children receive well-targeted interventions.
- Children behave well, because routines are well established. Relationships between adults and children are warm and positive. Children are confident and proud to share their learning and learn in caring, nurturing environments.

- Adults are appropriately trained in first aid. Regular risk assessments are completed to ensure that the environment is safe for children. Welfare requirements are met, and safeguarding is effective.

School details

Unique reference number	103258
Local authority	Birmingham
Inspection number	10114262
Type of school	All-through
School category	Maintained
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	2200
Appropriate authority	The governing body
Chair	Lynne Gittings
Headteacher	Satnam Dosanjh
Telephone number	0121 464 2638
Website	www.starbankprimary.co.uk
Email address	enquiry@starbank.bham.sch.uk
Date of previous inspection	1–2 May 2018

Information about this school

- The executive headteacher took up post in September 2018, following the retirement of the previous executive headteacher.
- The 2018/2019 academic year was the first year that the school had a cohort of Year 11 pupils. 57 new pupils joined key stage 3 or 4 from elsewhere during this academic year.
- The school has experienced significant staff turnover since the time of the last inspection. Since 2018, 24 new teachers joined the secondary phase of the school and 12 teachers joined the primary phase.
- This all-through school is split over three sites. The main site is on Hob Moor Road and accommodates pupils from Reception through to Year 11, with the secondary phase separated from the primary phase. The other two sites nearby provide for Nursery and Reception children and primary-aged pupils.
- The proportion of pupils supported with an education, health and care plan is below the national average. The proportion of pupils who receive SEND support is above the national average.

- The proportion of disadvantaged pupils is above the national average.
- There is a very high proportion of pupils for whom English is an additional language.
- The school does not use any alternative providers.

Information about this inspection

- This inspection was initially conducted under section 8(2) of the Education Act 2005 using Her Majesty’s Chief Inspector’s ancillary powers to inspect schools that are not in a category of concern but that have been brought to Ofsted’s attention. In this instance, concerns had been raised about pupils’ behaviour, safeguarding, and leadership and management. Under section 9 of the Act, the lead inspector took the decision to deem the inspection a section 5 inspection.
- The inspection team observed a wide variety of lessons across all year groups, with the exception of Year 11 who had already left the school. Some observations were undertaken jointly with senior leaders. Inspectors reviewed pupils’ work across a range of subjects and year groups, including the early years.
- Inspectors interviewed groups of pupils and spoke to them informally at breaktimes to gather their views about school, pupils’ behaviour, their safety and learning. Inspectors also observed pupils on arrival to the school and during lunchtime.
- Inspectors met with a range of leaders to discuss different aspects of the school’s work. They also talked to other staff to gather their views on behaviour and safeguarding.
- An inspector met with two members of the governing body, including the chair of governors. They also met with a safeguarding representative from the local authority.
- Responses from 45 parents to Ofsted’s online questionnaire (Parent View) were analysed. Inspectors also gathered parents’ views at the start of the school day and considered the 26 free-text comments.
- Inspectors listened to several pupils read.
- The inspection team considered a wide range of information, including school policies, action plans, attendance information, SEN information, the school’s website, safeguarding records, behaviour records and pupils’ assessment information.

Inspection team

Tim Hill, lead inspector	Her Majesty’s Inspector
Mark Sims	Her Majesty’s Inspector
Simon Mosley	Her Majesty’s Inspector
Sue Cameron	Ofsted Inspector
Linda McGill	Ofsted Inspector
Lois Kelly	Ofsted Inspector
Marilyn Mottram	Ofsted Inspector
Jo Owen	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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