

Inspection of Build-a-Future Independent School

Main Road, West Ashby, Horncastle, Lincolnshire LN9 5PT

Inspection dates: 30 November to 2 December 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

Does the school meet the independent
school standards?

No

What is it like to attend this school?

Pupils develop trusting relationships with staff. They appreciate that staff care about them. They say that staff help them to resolve concerns about bullying, for example. Pupils feel safe in school. However, leaders have not made sure that the school's safeguarding arrangements are effective.

Expectations of what pupils can achieve and how they should behave are too low. Not all pupils are challenged to achieve as well as they should. Staff do not consistently challenge pupils when they use inappropriate or offensive language. The behaviour of some pupils has a negative impact on the learning of others.

There are too few activities that enrich pupils' experience at school. Pupils do not appreciate Britain's wide variety of cultures and faiths. They do not understand fundamental British values, such as democracy, tolerance and respect, well enough.

What does the school do well and what does it need to do better?

The quality of education is inconsistent. In most subjects, pupils' learning follows a logical order. Some teachers have not identified exactly what pupils need to know before moving on to the next stage. In English, teachers have not set out the long-term aims of the curriculum.

Leaders do not use information about pupils' mathematical knowledge to plan learning that meets pupils' needs. Work is often too easy. Pupils who are capable of doing so do not get the opportunity to study higher level courses.

Teachers use assessment to check that pupils understand learning. They do not consistently revisit learning to ensure that pupils remember it over time. Teachers do not provide pupils with guidance on how to improve their written work. They do not consistently correct pupils' spelling and grammatical mistakes.

Some pupils struggle to read fluently. Leaders do not provide these pupils with the help they need to be able to read unfamiliar words and understand what they have read. Pupils do not practise their reading using well-matched texts. This lack of support means that they do not learn as well as they could.

There are inconsistencies in the way in which staff manage pupils' behaviour. Records of pupils' poor behaviour and incidents of bullying are inaccurate. Leaders do not have a precise understanding of pupils' behaviour. They do not identify emerging patterns or concerns. Leaders have recently introduced a new system to manage pupils' behaviour. It is too early to say whether this new system is having a positive impact on pupils' conduct.

Leaders' actions have improved the attendance of some pupils since they joined the school, but some pupils continue to attend poorly. Not all pupils choose to attend lessons once they arrive at school. Leaders do not track this internal absence.

The programme to support pupils' personal development is not well planned. Older pupils benefit from independent careers advice, but do not receive any other form of personal, social, health and economic (PSHE) education. Leaders do not ensure that pupils learn to respect and tolerate those with backgrounds different from their own.

Following a period of leadership turbulence, the proprietor has recruited experienced leaders. However, the proprietor has not ensured that leaders' improvement plans address all of the school's weaknesses. The proprietor has not ensured that the school meets all of the independent school standards. The proprietor has not met its legal duty to keep pupils safe.

Senior leaders have not ensured that the school's sites promote pupils' welfare, health and safety. There are no suitable showers or changing facilities at either site. The boys' toilet facilities at one site are poorly maintained.

The arrangements for caring for pupils who might become ill are not suitable. The school's two medical rooms are not appropriate for their purpose. At the time of the inspection, both were in an unhygienic state. One room did not have running water. In the other, the temperature of the water was too hot.

Inspectors identified numerous other concerns relating to the premises. For example, heaters in some rooms are too hot and pose a risk to pupils. Leaders' health and safety checks have not identified these issues.

When leaders identify new concerns, they do not routinely include this information on pupils' risk assessments. Staff have not received training to complete risk assessments for off-site visits. This leaves pupils potentially unsafe.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not always take timely or effective action to respond to concerns about pupils' welfare. They do not use safeguarding information received from pupils' previous schools to put in place the necessary support.

Leaders do not have sufficient oversight of safeguarding concerns. Staff understand their safeguarding responsibilities. They know what signs to look for and the actions to take if they are worried about a pupil's welfare or safety. Leaders do not ensure that all staff keep accurate records of their concerns.

The school's safeguarding policy is available on the school's website. It reflects the latest national guidance.

What does the school need to do to improve?

(Information for the school and proprietor)

- The proprietor has not ensured that the school's safeguarding arrangements are secure. There are too many weaknesses that leave pupils potentially unsafe. The proprietor must ensure that it fulfils its safeguarding responsibilities so that there is a secure culture of safeguarding.
- The proprietor has not maintained all aspects of the school's sites to an acceptable standard. This has put pupils' health, welfare and safety at risk. The proprietor must make sure that the school's sites are safe for pupils and staff.
- The programme to support pupils' personal development is poor. Leaders do not provide pupils with sufficient opportunities to learn about people with backgrounds that are different from their own. Pupils do not take part in a wide range of experiences that enhance their learning of the curriculum. Pupils do not have a secure understanding of different cultures and faiths, or British values. Leaders should ensure that their new plans for personal development provide pupils with opportunities to become responsible, respectful and active citizens.
- Expectations of pupils' behaviour are not consistently high. There are inconsistencies in how staff respond to pupils' poor behaviour, particularly in relation to the use of derogatory language. Leaders' records of pupils' behaviour are inaccurate. The behaviour of some pupils has a negative impact on learning. Leaders must ensure that their monitoring of pupils' behaviour is accurate, and that all staff have high expectations of pupils' behaviour and provide effective support for those pupils who struggle to manage their behaviour.
- Leaders' actions to improve attendance have not been effective for all pupils. Too many pupils do not attend school regularly and miss out on learning that helps prepare them for their next steps. Some pupils truant from lessons. Leaders should take steps to improve pupils' attendance at school and in lessons.
- The curriculum is not ambitious enough for all pupils. Leaders have not identified for all subjects the most important knowledge that pupils need to learn. Pupils spend too much time completing work that is too easy for them when they are already secure in their knowledge. Pupils do not achieve as well as they should. Leaders should ensure that the curriculum across all subjects enables pupils to know the most important knowledge, so that they can do more, including completing qualifications of which they are capable.
- Staff do not know how to help pupils read unfamiliar words. Leaders have not ensured that there are appropriate resources available to help pupils improve their reading. Some pupils cannot read fluently, or with confidence or comprehension. They do not read texts that are matched well to their phonics knowledge. This is preventing these pupils from accessing the rest of the curriculum. Leaders must ensure that staff have the necessary knowledge and skills to support pupils to become fluent readers.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	145932
DfE registration number	925/6009
Local authority	Lincolnshire
Inspection number	10194702
Type of school	Other independent school
School category	Independent special school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	44
Number of part-time pupils	0
Proprietor	Keys Group
Chair	Nicola Kelly
Headteacher	Adam Webb
Annual fees (day pupils)	£19,552 to £35,682
Telephone number	01507 524015
Website	www.keys-group.co.uk
Email address	admin.buildafuture@keys-group.co.uk
Date of previous inspection	26 to 28 March 2019

Information about this school

- Build-a-Future Independent School is an independent special school.
- The school is situated on two sites: Main Street, West Ashby, Lincolnshire LN9 5PT and Far Drove, Kirton, Boston, Lincolnshire PE20 3QT.
- The school is registered to provide full-time education for up to 125 pupils. There are currently 44 pupils on roll.
- Pupils attending the school have social, emotional and mental health needs. About one third of pupils on roll have an education, health and care plan.
- The school does not use any alternative providers.

- The school is registered to admit pupils aged 11 to 16 years. There were only pupils aged 13 to 16 years on the school's roll at the time of the inspection.
- The school's most recent last standard inspection took place from 26 to 28 March 2019. An emergency inspection of the school took place on 23 and 24 February 2021. This was due to concerns about safeguarding arrangements.
- The school became part of the Keys Group in November 2019.
- An interim headteacher was appointed in January 2021. A peripatetic headteacher started to work with the school in September 2021. In October 2021, a new head of school was appointed to oversee the site in Kirkton.
- At the time of the inspection, the substantive headteacher and substantive deputy headteacher were absent from the school.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the interim headteacher, the peripatetic headteacher and the head of school.
- The lead inspector met with the safeguarding leader to examine safeguarding records, the school's system for recruiting staff and the school's single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors did deep dives in four subjects: English, mathematics, history, and personal, social, health and economic (PSHE) education. For each deep dive, inspectors met with teachers of the subject, looked at curriculum plans, visited lessons, looked at pupils' workbooks and spoke with pupils. Inspectors also reviewed curriculum plans for science and cookery.
- Inspectors listened to pupils read. They spoke with pupils and observed pupils' behaviour during social times.
- Inspectors met with a group of support staff.
- The lead inspector met with representatives of the proprietorial board, including the chief executive officer, the director of education (who is also the chair of governors), and the regional manager.

- The inspection team reviewed a range of documentation, including the school's self-evaluation and school improvement plans, information about pupils' attendance, behaviour and exclusions, information about the use of physical restraint by staff, and first-aid records.
- Inspectors took into account responses to Ofsted's online questionnaire, Parent View, and responses to the questionnaire for staff. There were no responses to the questionnaire for pupils.
- Inspectors considered relevant documentation and reviewed the facilities at each site, in order to check the school's compliance with the independent school standards.

The school's progress in meeting previously failed standards

During the inspection, inspectors checked whether the school now meets the independent school standards that it was judged to have failed at its previous emergency inspection on 23 and 24 February 2021.

- The outcome of this part of the inspection is: **the school continues to not meet the previously failed standards.**
- At the emergency inspection, inspectors found that pupils did not receive an appropriate curriculum. The curriculum policy did not match the curriculum delivered to pupils. Leaders' expectations of what pupils could achieve were too low. The planned curriculum was not challenging enough. Some staff did not have sufficient knowledge to teach the subject. They had not had appropriate training for their roles. Pupils did not receive impartial careers advice and guidance. They were not prepared well enough for their next steps.
- Leaders have reviewed the curriculum across all subjects. They have introduced some new subjects and qualifications to better meet pupils' interests and aspirations. Leaders provide staff with appropriate support to improve their practice. They now ensure that pupils receive independent careers advice and guidance. Most pupils secure appropriate education or training placements when they leave school. However, leaders have not ensured that there is a programme for PSHE education in place so that pupils are prepared well for life in modern Britain. The school continues to not meet some of the previously unmet standards in this part.
- At the emergency inspection, inspectors found that pupils did not take part in events within the local community or beyond.
- Leaders have incorporated more opportunities for pupils to engage with the local community and beyond. Some of these plans have been delayed due to the impact of COVID-19. The school now meets this previously unmet standard in this part.
- At the emergency inspection, inspectors found that it was unclear who was responsible for managing safeguarding concerns. There was no centralised system for recording and monitoring matters relating to safeguarding. Key staff did not have access to important information about pupils' safety and well-being.

The quality of leaders' record-keeping was poor. Records were disorganised and did not show leaders' actions in response to a concern. Leaders did not always take appropriate action in response to a concern. Pupils at risk were not monitored well. Pupils' absence was not followed up quickly enough. The safeguarding policy did not reflect the school's safeguarding arrangements. It was not available on the school's website. Some staff were not aware of the most up-to-date safeguarding guidance. Some staff did not know whom to report to if they had a concern about an adult's conduct. Safeguarding training did not take into account the school's context.

- Leaders now have clearly defined responsibilities for overseeing safeguarding arrangements. Staff use an online system for recording concerns about safeguarding. Key staff can access the information they need about pupils' safety and well-being. Procedures to follow up pupils' absences are rigorous. Leaders complete regular safe-and-well checks for pupils with poor attendance. Staff have completed recent safeguarding training and are aware of their responsibilities. They know what to do if they are concerned that an adult may harm a pupil. The school's safeguarding policy reflects the latest national guidance and is available on the school's website.
- However, information about safeguarding is recorded in different places. This means that it is difficult to review and monitor pupils' individual safeguarding chronologies. Pupils' safeguarding records do not always record leaders' actions in response to a concern. Leaders do not always respond to concerns in an appropriate and timely way. The school continues to not meet these previously unmet standards.
- At the emergency inspection, the admissions register did not contain the information required. Attendance registers were not always coded correctly.
- Leaders have made sure that the admissions register is well maintained and contains the required information. They have ensured that the attendance register is completed using the correct coding.
- The school now meets these previously unmet standards.
- At the emergency inspection, inspectors found that the school's risk assessment policy was not well implemented. Pupils' individual risk assessments did not contain the detail necessary to keep them safe. Actions to mitigate risks were not clear. Risk assessments were not reviewed regularly. Staff were not aware of risk assessments. Leaders' risk assessments did not consider risks to individual pupils.
- Leaders still do not ensure that pupils' individual risk assessments are always updated when they identify a new issue of concern. The school continues to not meet these previously unmet standards.
- At the emergency inspection, the proprietor did not have sufficient oversight of the school's work. The proprietor had not ensured that safeguarding arrangements were effective. The proprietor had not identified all of the weaknesses in the school's provision and had been too slow to bring about improvements.
- The proprietor has still not ensured that leaders have a secure understanding of the independent school standards. Previously unmet standards relating to the

curriculum, safeguarding and risk assessments remain not met. The school continues to not meet the previously unmet standards in this part.

The school now meets the following standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty’s Inspector

Simon Hollingsworth

Her Majesty’s Inspector

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Her Majesty’s Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively.
 - 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and

- 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- 34(1)(c) actively promote the well-being of pupils.

The school's progress in meeting previously failed standards

The school continues to not meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively.
 - 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request.

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