

Southborough Primary School

Southborough Lane, Bromley, Kent BR2 8AA

Inspection dates

13–14 July 2016

Overall effectiveness

Good

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher, deputy headteacher, other leaders and governors are ambitious and have successfully created a culture of high expectations for all. As a result, the quality of teaching, learning and assessment is good and pupils make good progress.
- Standards at the end of Year 6 have improved. Pupils' attainment in reading, writing and mathematics is now above average. Pupils are prepared well for the next stage in their education.
- Governors know the school's main strengths and areas for improvement. They provide effective support and challenge to senior leaders to drive improvements.
- Teachers and teaching assistants are highly committed and have risen well to the demands placed on them. They work effectively as a team to support pupils to make good progress.
- Systems for assessing and tracking pupils' progress in English and mathematics are highly effective. This ensures that all groups of pupils, including pupils who have special educational needs and/or disabilities and those who are disadvantaged, make good progress.
- Pupils are very happy in school. They say that they feel safe and well cared for. Their parents agree. Pupils' behaviour is typically good and they have positive attitudes to learning.
- Effective leadership of the early years ensures that provision is good. As a result, children make good progress and are prepared well for Year 1.
- Communication with parents is good. Parents are very pleased with the quality of education their children receive.
- Staff are very supportive of the school's leadership and the morale in the school is high.

It is not yet an outstanding school because

- The attainment of disadvantaged pupils is weaker in writing than in reading and mathematics.
- Occasionally, there is insufficient challenge for the most able pupils to ensure that they make substantial and rapid progress, especially in English.
- Although attendance is improving, a few pupils miss school too often.
- Occasionally, the presentation of pupils' written work is not of a high enough standard to ensure that they make rapid progress with their handwriting.
- The schools' work on preparing pupils for life in modern Britain is not strong enough.
- Foundation subject leaders do not have sufficient impact on improving the quality of teaching, learning and assessment in their subjects.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - the most able pupils are appropriately challenged and moved on more rapidly when they demonstrate that they understand what they are learning, particularly in English
 - pupils are clear on how to improve the quality of their written work and present it well.
- Strengthen the effectiveness of leadership and management by ensuring that:
 - the skills of foundation subject leaders are sufficiently developed so they can be more accountable for monitoring and improving the quality of teaching, learning and assessment, including the progress pupils make within their subject areas
 - the small gaps in attainment between disadvantaged pupils and other pupils in the school in writing are eliminated
 - pupils' attendance is increased and persistent absence reduced further by continuing to work closely with families
 - the school's work on preparing pupils for life in modern Britain is further developed.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has the highest aspirations for each child in the school to achieve to the best of their ability. He continually shares these expectations with staff, governors and parents. As a result, leaders have secured substantial and sustained improvements in the quality of teaching, learning and assessment and in pupils' outcomes in reading, writing and mathematics.
- Leaders have an accurate view of the school's strengths and areas for development. They have worked effectively as a team to ensure that the key areas for improvement identified in the previous inspection have been successfully addressed.
- Staff say that they enjoy working in the school and are proud to be members of the school's community. They are highly supportive of leadership and management. The morale in the school is high.
- Parents are extremely positive about the school's work and its leadership. 'Caring', 'brilliant', 'fantastic' and 'amazing' were just some of the words used by parents to describe the school in the responses they made in the online Parent View survey.
- Senior leaders monitor the quality of teaching regularly and have developed robust systems to support the development of staff, including those who are at the start of their careers. Judgements on the quality of teaching take into account a range of evidence, including work in pupils' books. Teachers are coached and trained effectively and they receive valuable advice on how to improve their teaching. Consequently, the quality of teaching, learning and assessment is good and pupils make good progress.
- There are good links with other schools for teachers to improve the accuracy of their assessment and share effective practice.
- Senior leaders work closely with the early years leader and have a secure grasp of the strengths and areas for development in the early years.
- The local authority has provided good support for the school, particularly in the development of governance, middle leaders and the early years provision. The local authority recognises the improvements made in all areas, and the level of support it provides to the school has been reduced over time.
- Senior leaders have ensured that tracking of pupils' progress is both frequent and robust. The 'achievement teams', consisting of middle leaders, teachers and teaching assistants, meet to check the progress of individual and groups of pupils in reading, writing and mathematics. Those who are falling behind or do not make enough progress are identified quickly and provided with timely and effective support to ensure that they do well. This ensures that all groups of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress. In its drive to remove any barriers to pupils' learning, the school shows its commitment to promoting equal opportunities and tackling any discrimination.
- The pupil premium funding is used well to make a difference for disadvantaged pupils. Leaders ensure that this group of pupils is provided with additional support, including full access to all the activities that the school has to offer. As a result, they make good progress and the attainment gaps between them and their classmates are closing.
- The use of the primary physical education and sports premium is effective. Pupils enjoy a range of physical activities and the school information shows that they take part in many different inter-school competitions and tournaments with increasing participation, for example girls' football, tag rugby and athletics. Staff skills in teaching dance have improved through specialist support.
- The focus on improving the curriculum to promote higher standards in reading, writing and mathematics has been highly successful. There have been some marked improvements in writing through pupils writing at length and across different subjects. Pupils have many opportunities to develop a wide range of skills, including in science, information technology, art and music. Pupils enjoy the many learning experiences that the school offers, including 'Forest school' and after-school enrichment activities such as art, film, hairdressing and cross country.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well, including British values. Pupils learn about democracy and the rule of law through electing their classmates to the school council and as house captains.
- Middle leaders for English and mathematics show strong leadership and know the main strengths and areas for development in their subjects. They monitor the quality of teaching, learning and assessment,

provide support and advice to teachers to bring about improvements, and hold teachers to account for the progress pupils make. However, middle leaders for the foundation subjects have yet to develop their roles in checking and improving the quality of teaching, learning and assessment. They do not monitor the progress of pupils closely enough and, therefore, do not always know how well pupils are doing in these other subjects.

- Leaders have been successful in improving attendance. The new attendance policy is applied consistently and is having a positive impact on reducing persistent absence, especially holiday absence. However, attendance is near the national average and leaders, in their drive for continuous improvement, know that there is more work to be done to improve attendance further so that it is above average.
- Leaders have been successful in reducing the attainment gaps between the disadvantaged pupils and their classmates in reading, writing and mathematics. However, small attainment gaps still exist between them and their classmates in writing.
- The schools' work on preparing pupils for life in modern Britain is not sufficiently developed to celebrate diversity and to widen pupils' experience of other cultures and religions. Pupils say they would welcome the opportunity to visit different places of worship to increase their understanding of different faiths and beliefs represented in modern Britain.
- **The governance of the school**
 - Governors are very ambitious for pupils and share leaders' high expectations for their outcomes. They ensure that pupils achieve well and that the school continues to improve.
 - Governors know the school's strengths and areas for improvement. They are keen to attend training, including on safeguarding and the use of performance information, to ensure that they perform their roles effectively. They have also undergone an external review to sharpen their skills in supporting and challenging senior leaders in the work they do and to drive improvements.
 - Governors know about the quality of teaching and the progress pupils make across the school. They understand about teachers' performance management, as well as the link between the quality of teaching and the progress their pupils make and any decisions on pay awards. They ensure that improving the quality of teaching and raising pupils' achievement are a part of the headteacher's performance management process. Governors' meeting minutes show that governors hold the headteacher firmly to account.
 - Governors ensure that the pupil premium funding and the physical education and sports funding are used effectively, and know the impact this spending has on pupil outcomes.
- The arrangements for safeguarding are effective. Staff receive regular and good-quality training on all aspects of safeguarding to ensure that a clear culture of safeguarding practice exists across the school. The robust checks on staff ensure that the safety of pupils is never compromised. The school works effectively with families and outside agencies to ensure that all pupils, including those who are vulnerable, are safe and their welfare needs are met. Staff and governors are highly committed to keeping pupils safe and have a secure understanding of the need to protect pupils from all potential risks.

Quality of teaching, learning and assessment is good

- The headteacher, leaders and governors have significantly improved the quality of teaching, learning and assessment since the previous inspection through successfully tackling any underperformance. Consequently, the quality of teaching, learning and assessment is good and pupils make good progress.
- A key feature of teaching is the strong working relationship between staff and pupils and the collaboration between pupils. Teachers carefully build pupils' vocabulary and extend their language. They are provided with many opportunities to use and further develop their speaking and listening skills.
- Teachers and teaching assistants use questioning well to test pupils' understanding and reinforce learning. Teachers' subject knowledge is strong and contributes well to the good progress pupils make.
- Teachers and teaching assistants work effectively as a team to ensure that pupils make good progress. Teaching assistants are skilled and effective in supporting pupils' learning, including pupils who have special educational needs and/or disabilities and those who are disadvantaged, through small group or one-to-one support.
- In mathematics, pupils are made to think hard about their calculations and the operations they use to solve problems. For example, in a Year 6 lesson pupils worked collaboratively to work out a formula for calculating the number of handshakes if everyone in the class shook hands with everyone else. There was a real buzz and excitement around the classroom as pupils working in small groups rushed to be the first

to arrive at the formula $N \times (N-1) \div 2$.

- The teaching of writing has improved from the previous inspection. Pupils have sufficient opportunities to write at length and across different subjects to improve their writing skills. Occasionally, the presentation of pupils' written work is not of a high enough standard to ensure that pupils make rapid progress with their handwriting. This slows their overall progress in writing.
- The teaching of phonics (the sounds that letters make) is effective. As a result, pupils are confident in using their knowledge and understanding of phonics to read difficult or unfamiliar words. Pupils say that they enjoy reading. In a Year 1 phonics lesson, pupils were enthusiastic about learning their letters and sounds and were successful in blending sounds to write 'ing' words. A majority formed their letters well using finger spaces and joined-up writing. Pupils' reading records show that pupils read regularly, at school and at home.
- Pupils enjoy learning science. In a Year 5 science lesson on the parts of a flower, pupils showed confidence in naming the parts of a flower and their different functions. They showed much curiosity about the process of pollination. One pupil said: 'I would like to study botany – that is the study of plants. I think it is really interesting.'
- In a Year 3 lesson on information technology, pupils were thoroughly engaged in their learning and worked collaboratively as they used their skills in reading codes and using video links and word processing to create an e-book. Teachers' strong subject knowledge helped pupils make exceptional progress with their learning.
- Pupils' progress is tracked carefully through regular meetings with the 'achievement teams'. This helps teachers to plan effectively and to ensure that pupils make good progress in relation to the different stages of learning linked to the new curriculum.
- Teachers assess pupils' work accurately and move learning on well in English and mathematics. However, the assessment process is less well developed to track the progress of pupils in the foundation subjects, including in French, history and geography, and inform teaching, learning and assessment.
- Generally, teachers' feedback to pupils on how to improve their work further is effective. Most pupils respond well to teachers' comments, both written and spoken. This is contributing to improving the progress pupils make with their learning.
- Occasionally, the most able pupils are not challenged sufficiently in English lessons through tasks that extend their learning, and sometimes they have to wait for more challenging tasks. This slows their learning and they do not make the rapid progress they are capable of.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are very courteous, friendly and polite. They have positive attitudes to learning and are eager to share their work with adults and with each other. However, a minority of pupils do not always take enough care with the presentation of their written work in their books. Occasionally, a few pupils in the lower end of the school become too dependent on staff when they become stuck with their work and do not think through what they need to do for themselves.
- Pupils' emotional well-being is given a high priority by the school. The 'nurture group' ensures that pupils, including those who are vulnerable, are supported and well cared for. Staff use well-designed activities to build their confidence and social and language skills. Pupils enjoy attending the nurture group, and this has had a positive impact on improving their attendance.
- The school works effectively with other agencies to promote the safety, learning and welfare of pupils who need extra help, including those who have special educational needs and/or disabilities.
- Pupils enjoy the responsibilities they are given, for example as school council members, house captains, play leaders and litter monitors. One pupil challenged the inspectors to recycle their paper work!
- Pupils say they always feel safe and well looked after. They say they can easily speak to a member of staff if they have any concerns about their safety.
- Pupils say they are taught how to keep themselves safe, including when using the internet and crossing roads. They know the importance of having regular school fire drills.
- Pupils know about different types of bullying situations, including cyber bullying and racist and homophobic name-calling. They also have a 'bully box', where they can place their written concerns, and

a 'listening ear' to share any concerns that they may have with a learning mentor. Pupils say behaviour has improved and that bullying is not an issue in the school. The school records confirm that there are very few incidents of bullying.

- Nearly all parents responding to the online Parent View survey agree that their children feel safe and are happy and well looked after at the school.

Behaviour

- The behaviour of pupils is good. It is typically exceptional in the class for pupils in Years 5 and 6.
- Pupils are very keen to learn. In lessons, little time is wasted and pupils settle quickly to work. Pupils collaborate well with each other and value each other's opinions. They are attentive and respond well to teachers' instructions.
- The behaviour policy is consistently applied by staff across the school and pupils know what good behaviour is. Pupils observe their 'golden rules' about respecting each other, respecting themselves and respecting the school. Behaviour at lunchtime is calm and pupils play together harmoniously at breaktimes. Pupils enjoy their 'golden time' as a reward for good behaviour.
- Attendance and punctuality are improving and persistent absence is falling. Attendance is now near the national average and punctuality is good. The school puts much emphasis on celebrating individual and class attendance on a regular basis and works well with families and other agencies to improve behaviour. The breakfast club is also helping to improve attendance and punctuality. Leaders are determined to improve attendance further through their work with families, particularly with a small minority of parents who have children that do not attend regularly. Leaders ensure that there are no safeguarding issues for pupils who do not attend regularly.
- There are, however, a very small minority of boys who sometimes struggle to manage their own behaviour. For appropriate reasons, they are excluded from school for short periods.

Outcomes for pupils

are good

- Leaders and governors have been effective in improving the quality of teaching, learning and assessment. As a result, pupils' achievement across the school has improved and pupils' outcomes are good. Standards are rising and pupils are well prepared for the next stage of their education.
- Inspection evidence, including evidence from lesson observations, scrutiny of pupils' work and analysis of school information, confirms that pupils, including different groups of pupils, make good progress in reading, writing and mathematics across the year groups.
- The attainment gap between boys and girls is narrowing, and boys are equally as engaged with their learning in lessons as girls. The school's current information shows that boys do just as well as girls, with no significant difference between the progress they make in reading, writing and mathematics. This is supported by a scrutiny of books showing that boys make good progress in English and mathematics.
- Inspection evidence indicates that pupils make good progress in subjects in addition to English and mathematics, including science, history and computing. However, leaders do not routinely track the progress of pupils in foundation subjects to inform teaching, assessment and planning to ensure that pupils make better and rapid progress. Overall, pupils' work in English and mathematics is of a higher standard than their work in foundation subjects.
- By the end of key stage 2 in 2015, pupils' attainment in reading, writing, mathematics and English grammar, punctuation and spelling had improved since the previous inspection. Attainment was broadly average in all subjects except mathematics, where it was significantly above average. Attainment in writing has been in line with national averages, but it has been weaker over time compared to other subjects.
- The school's current information on the outcomes of the 2016 national curriculum assessments at key stage 2 shows that above-average proportions of pupils in the current Year 6 achieved the expected level in the national tests in reading, mathematics, English grammar, punctuation, spelling and in teachers' assessment in writing. Pupils in Year 6 have made at least good or better progress in all subjects from their well below average starting points at the end of Year 2.
- At the end of key stage 1 in 2015, pupils' attainment in reading, writing and mathematics was broadly average. Their attainment improved in reading and mathematics but not in writing. The school's current information on the outcomes of the 2016 national curriculum assessments at the end of key stage 1 shows that an above-average proportion of pupils in the current Year 2 achieved the expected level in the national tests in reading and mathematics. Pupils have made good progress overall from their low starting

points.

- In 2015, the proportion of most-able pupils achieving the higher levels at the end of key stage 1 tests was broadly average. The proportion of pupils achieving the higher levels at the end of key stage 2 tests was broadly average in reading and writing and significantly above average in mathematics. Not all pupils who achieved a higher level at the end of key stage 1 went on to achieve a higher level at the end of key stage 2 in reading and writing, or made more than expected progress in these subjects. Overall, writing is weaker than mathematics and reading.
- The strong teaching in phonics ensures that pupils attain well in the phonics screening check. In 2015, the proportion of Year 1 pupils achieving the expected standard in the phonics screening check was well above average. The school's current information shows that this high standard has been maintained. This is having a positive impact on improving reading in the school, with pupils becoming more confident readers and developing a love for reading.
- Pupils who have special educational needs and/or disabilities make good progress from their low starting points. Leaders ensure that this group of pupils' needs are identified early. Those who are falling behind are provided with effective, timely support by teachers and skilled teaching assistants to ensure that they make good progress.
- Pupils who speak English as an additional language achieve better outcomes in reading, writing and mathematics than their classmates in both key stages 1 and 2. This group of pupils are provided with good additional support by teaching assistants. There is also a greater emphasis in lessons on enhancing pupils' vocabulary, extending their language and providing them with rich speaking and listening opportunities. This not only enables pupils who speak English as an additional language to make good progress with their English, but also benefits their classmates.
- Disadvantaged pupils make good progress in reading, writing and mathematics. At the end of Year 6 tests in 2015, the attainment gap between disadvantaged pupils and other pupils nationally narrowed in reading, writing and mathematics. However, there were small attainment gaps between them and their classmates in all subjects. Some disadvantaged pupils have other additional needs, including special educational needs, and this distorts their overall attainment. The school's current information on 2016 tests at end of Year 6 shows that the in-school attainment gaps have closed for disadvantaged pupils, particularly in reading and mathematics. Disadvantaged pupils continue to do better than other pupils nationally in all subjects.

Early years provision

is good

- A majority of children join the school with knowledge and basic skills below those typically seen for their age, especially in literacy. As a result of good teaching, learning and assessment, they make good progress in all areas of learning. The school's current information shows that children's good level of development has improved compared to 2015.
- Phonics is taught effectively and this is leading to marked improvements in the progress children make in their early reading. Writing skills are taught well, which is leading to improvements in children's early writing skills. In a phonics session, children were given effective feedback on what they had been learning and how well they had done.
- Adults monitor the progress of pupils and use questioning well to test children's understanding and extend their learning.
- The most able children know the challenges on offer and respond well. For example, one child showed the inspector how he wrote a ticket for his imaginary bus journey. A group of boys displayed sustained concentration when working out how to distribute wheels on a car using their mathematical skills: 'There are 12 wheels. How many cars are there?'
- Children used their design and technology talents, including their fine motor skills, to build a kite and a 'food machine' using different materials available to them. They were proud of what they had achieved and showed the inspector how their constructions worked.
- Children's behaviour is good and they have positive attitudes to their learning. They are kind to their classmates, share resources and collaborate well with each other. Children show independence and make sensible decisions about their learning, both indoor and outdoor. They have a good awareness of the world around them and its needs, for example the need to be kind and gentle around the chicks growing in a cage in the classroom.
- Children with a range of additional needs, including those who have special educational needs and/or disabilities, are well cared for and supported effectively so that they make good progress from their

starting points.

- Parents are well informed about their children's progress. There are sufficient opportunities for them to be involved with their children's learning through visiting the Reception class and joining in with events and activities. Parents have access to online assessment so that they know how their children are doing and have opportunities to share observations of their children's learning at home. This helps to build a better picture of what children can and cannot do.
- All groups of children make good progress from their different starting points. However, the attainment in writing is weaker for boys and disadvantaged children than in other areas of learning. This is being addressed and some early signs of improvement are evident. More boys and disadvantaged children want to write and are becoming successful at doing so. This is still an area to continue to improve.
- The early years provision is effectively led and managed. The leader ensures that teaching is good and assessment is accurate to track the progress of children and to address any gaps in their learning. Good use is made of external moderation to ensure that assessments are accurate. Children's next steps for learning are identified to inform planning of activities to move learning on. The leader knows the strengths and weaknesses of the provision and is aware that writing, particularly for boys and disadvantaged pupils, needs further improvement.
- Safeguarding in the early years is effective and the provision meets all the statutory requirements.

School details

Unique reference number	101601
Local authority	Bromley
Inspection number	10009171

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Stephen Onamade
Headteacher	Patrick Foley
Telephone number	020 8467 2343
Website	www.southborough.bromley.sch.uk
Email address	admin@southborough.bromley.sch.uk
Date of previous inspection	27–28 March 2014

Information about this school

- The school is larger than the average-sized primary school.
- Early years consists of two full-time Reception classes.
- Pupils come from a wide range of ethnic groups, with the largest group being from a White British background.
- The proportion of pupils who have special educational needs and/or disabilities is above average compared to similar schools nationally.
- The proportion of pupils supported with additional government funding, known as the pupil premium, is above average. This funding is provided for those known to be eligible for free school meals and children looked after.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils who speak English as an additional language is above average.
- The school runs a breakfast club and a range of after-school activities.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed pupils' learning in 27 lessons, of which nine were joint observation with the headteacher or the deputy headteacher. Inspectors observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils to discuss their learning and views about the school. Inspectors listened to pupils read in Years 1 and 6 and discussed their reading with them.
- The inspectors held discussions with senior leaders, middle leaders and three governors, including the chair of the governing body. A telephone discussion was held with a local authority representative.
- The inspectors observed the school's work and considered a range of documents, including the school's improvement plan, checks on the quality of teaching and learning, information about pupils' progress, attendance and behaviour records and safeguarding arrangements.
- The inspectors scrutinised pupils' work in different subjects across the school to see what progress they make, and the quality of teachers' marking and feedback to pupils in line with the school's marking policy.
- The inspectors took account of 98 responses received from parents to the online Parent View survey. In addition, inspectors spoke to parents in the playground at the start of the school day. Inspectors also received seven letters from parents about their views of the school. The inspectors also considered 29 questionnaires completed by staff.

Inspection team

Avtar Sherri, Lead inspector

Andrew Wright

Jennifer Carpenter

Ofsted Inspector

Her Majesty's Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

