

St Matthew's Church of England Primary School

Bowdon Street, Edgeley, Stockport, Cheshire SK3 9EA

Inspection dates

29–30 November 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	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- St Matthew's lives up to its school motto and is a place where children are encouraged to 'Let your light shine'.
- The school's Christian values are at the heart of the school and are central to all it does.
- The significant improvement in this school has been driven by the strong, measured leadership of the principal, ably assisted by the enthusiasm of her vice-principal. Both are passionate about achieving the best for their pupils.
- Governors know the school well and make a valuable contribution to school improvement.
- Raised expectations and improvements in the quality of teaching throughout the school have resulted in pupils making good progress.
- However, the achievement of pupils, including the most able, in mathematics, needs to improve further.
- Opportunities to extend and challenge pupils, particularly the most able, are sometimes missed.
- Pupils rise to the high expectations that teachers successfully model and they benefit from the good teaching they receive.
- Pupils are not always given enough opportunities to solve mathematical problems and to think more deeply about their work.
- Teachers could be quicker at picking up the learning needs of pupils within lessons.
- Subjects such as history, geography and art are not as well developed as other subjects.
- The contribution that teaching assistants make to pupils' learning is a strength.
- The provision and support for pupils who have special educational needs and/or disabilities is excellent.
- Pupils conduct themselves very well around school. Their behaviour, kindness and care for each other shine through.
- However, pupils sometimes lack confidence to work on their own.
- Leaders are diligent in carrying out their responsibilities for safeguarding and pupils feel very safe in school.
- Leadership and teaching in the early years are very effective. As a result, children have a good start to school life and make strong progress from their starting points.

Full report

What does the school need to do to improve further?

- Continue to raise achievement in mathematics, particularly in key stage 2, and for the most able pupils across the school.
- Improve the quality of teaching, learning and assessment, by ensuring that teachers:
 - maximise opportunities to extend and challenge pupils, particularly the most able
 - offer pupils opportunities to apply their mathematical skills to solve problems and think more deeply about their work
 - are quicker to respond to the learning needs of pupils within a lesson
 - develop pupils' skills and confidence to work independently.
- Develop subjects such as history, geography and art, so that they enrich the curriculum and are woven into English and mathematics to strengthen pupils' opportunities to practise skills and create a strong sense of purpose to their work.

Inspection judgements

Effectiveness of leadership and management

Good

- St Matthew's has improved considerably in recent years. This has been down to the determination of the principal, other senior leaders, the governing body and members of the academy trust to raise standards. Their focus, vision and hard work have led the way so that, together with staff, they provide good opportunities for pupils to achieve and develop as well-rounded individuals.
- The school's strong Christian values are at the heart of all that the school does and, through these, leaders have promoted equality and diversity well. This has resulted in pupils who are caring, considerate and respectful of each other and the wider community.
- Leaders have the commitment of staff, parents and pupils. Staff are motivated to make sure there is continuing improvement. Relationships between staff are positive; they are proud to work at St Matthew's.
- Senior leaders know their school well. The strengths of the school and areas for improvement are clearly identified in their self-evaluation, which is accurate, honest and reflective. Checks on the quality of teaching and learning are thorough. Where needed, follow-up action is immediate, yet sensitive and supportive. Staff are encouraged to work together to develop the school, resulting in staff that feel motivated and part of its growing success. The school benefits from a stable, happy and dedicated team.
- The growing confidence of other leaders in the school creates a sense of enthusiasm for continued school improvement. Leaders have regular opportunities to check that the agreed strategies to secure improvement are being applied by all staff. This has led to a growing consistency of approach in classrooms, including the drive to raise expectations, improving the presentation in pupils' books and using the agreed marking and handwriting policy.
- Pupil premium funding is used effectively to reduce any barriers to learning that may be experienced by disadvantaged pupils, including the most able of them. This enables disadvantaged pupils to be successful and be part of everything the school has to offer. The progress of pupils supported by this funding is monitored well. The impact of the funding is evaluated regularly by the principal and the governing body.
- The primary school physical education (PE) and sport funding is also used well. Pupils benefit from good-quality specialist sports coaching and an increased number of sport-related clubs. Pupils say how much they enjoy sport and find lessons fun. Teachers have benefited from effective professional development in physical education. Pupils of all ages recognise the value of physical activity as a part of being healthy.
- Accelerating progress and improving standards for pupils are constant focuses. Senior leaders and the governing body have worked hard to improve the way pupils are assessed, and how the information is used in the classroom to maximise learning. Leaders are keen to refine assessment further so that it can even more precisely follow the progress pupils are making in subjects. Assessment information is collected

regularly by senior leaders and used to discuss pupils' learning with teachers and to plan opportunities to help pupils catch up if needed.

- The leadership and organisation of provision for pupils who have special educational needs and/or disabilities is a strength. Identification of need is thorough and resources are of a high standard. Staff have an excellent understanding of these pupils' learning and welfare needs and every effort is made to remove any social or physical barriers. This ensures that these pupils succeed in their learning and their personal and social development. Good-quality systems and procedures are in place to check regularly on the progress of individual pupils.
- The school offers a broad curriculum that engages pupils and contributes to their enjoyment of learning. Science, music and pupils' personal, social and health development are the strongest elements and pupils make good progress in these subjects. Pupils have the opportunity to learn instruments such as the ukulele and to sing in choirs. Pupils' joy of singing is evident when listening to their beautiful voices in assembly.
- However, other subjects, such as history, geography and art, are not as well developed. They are not used as effectively as they could be to further enrich the curriculum, nor are they woven into English and mathematics sufficiently to increase pupils' opportunities to practise their number skills, add richness to their reading and have a strong sense of purpose for their writing.
- Pupils appreciate the opportunities they have to gain a range of experiences, including visitors in school, trips to museums and localities. They also enjoy a diverse range of extra-curricular activities such as street dance, sewing, gardening and rock choir.
- Well-promoted spiritual, moral and social development means the school is a calm and considerate environment where pupils mix happily together. Through assemblies and the curriculum, pupils learn about the local community, raise funds for charities and learn about tolerance, respect for differences and the rule of law. Pupils of all ages enjoy taking on responsibilities such as being members of the school council and being buddies to the younger pupils in school. They also act as monitors in the Reception class to check that children have eaten their snack. Senior leaders are aware that cultural development in school is not quite as strong as other areas but they have detailed plans to address this in the near future.
- The school has a productive relationship with the academy trust and has received very appropriate and helpful support when needed. The school is an active member of a local network of schools. They support each other, for example by providing opportunities for curriculum leaders to meet and discuss teaching and learning. They have also worked closely together to develop checks regarding assessment.

Governance of the school

- The governance of the school has improved significantly in recent years. This has come about, in part, because governors have been effectively supported in their development by members of the academy trust.
- Governors know their school well and are confident and increasingly skilled to ask challenging questions.
- The attributes of the governing body have been utilised very well to ensure that their

expertise benefits the school. They effectively lend their skills to aspects of the school's development and monitoring of improvement. As a result, they make an important contribution to raising standards in the school.

- The governing body has a good understanding of performance management procedures and, as well as supporting the principal in holding staff to account, it ensures that the management of teachers' pay is effective.
- The governing body makes sure that the pupil premium and the primary PE and sport funding are spent effectively and make a difference for pupils.
- The governing body is diligent in its responsibilities to safeguard pupils and to this end has appointed a safeguarding governor to oversee and monitor safeguarding and welfare-related matters. The governing body also understands its responsibilities regarding internet safety and has ensured that filtering measures are in place for the school's internet and online services

Safeguarding

- The arrangements for safeguarding are effective.
- Meticulous and robust systems are in place, which are understood by staff. Up-to-date and appropriate training for staff is undertaken and is regularly revisited.
- Safeguarding is a high priority in school, as is the care and welfare of vulnerable pupils and families who benefit from additional support.
- Leaders are persistent in cases where the school is concerned for a pupil's welfare. Effective relationships with other agencies and with parents ensure that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment

Good

- There have been significant improvements in the quality of teaching and learning throughout the school and it is now consistently good. This has led to pupils making good progress.
- The teaching at St Matthew's is characterised by warm relationships between staff and pupils and well-organised lessons.
- Staff model high expectations for pupils' learning and behaviour. Pupils rise to this by working hard and behaving well. As a result, pupils have a very good attitude to learning. Pupils say that they enjoy their lessons and that it is fun to be at school. They say that they particularly like their teachers because they 'help them with their learning' and will always 'listen if they are struggling'.
- Teachers' subject knowledge is good. Some ask the right questions to aid pupils' thinking, draw out learning and help them move on. However, sometimes teachers do not ask the right questions or plan activities that are sufficiently demanding. In these situations, pupils are not challenged to develop their thinking and deepen understanding of what is being taught. As a result, some pupils, particularly the most able, are not always learning as much as they could.
- Leaders use assessment with teachers to check on pupils' learning regularly. This

makes an important contribution to the progress pupils make. Good-quality learning resources make lessons interesting and fun. However, in a few instances, the concentration of some pupils wanes. This is for two reasons: firstly, some pupils do not have the skills and confidence to work independently and so can be slow or reluctant to start; secondly, teachers do not always pick up on pupils' learning needs within a lesson and do not move them on quickly and precisely enough in their learning.

- Where pupils struggle with their learning, an effective range of learning opportunities helps them to catch up. As a result, pupils make good progress.
- Teaching assistants are a strength. They are knowledgeable and skilled and make a good contribution to the progress of the pupils with whom they work. This is particularly evident in their support of those pupils who have challenging behaviour. In these instances, they play an important role in ensuring that the teachers' and other pupils' attention is not diverted from the focus on learning.
- For those pupils who have special educational needs and/or disabilities, the support they are offered is excellent. It is broad, clearly targeted and of a very good quality. Additional support is planned well, resulting in these pupils making at least good progress in lessons.
- In line with the school's policy, teachers are consistent in their approach to marking pupils' work and in insisting on high standards of presentation throughout the school and across all subjects. They make clear to pupils what they have done well and offer helpful guidance so they can improve their work further. Pupils are keen to get feedback and to respond to the comments made in the time provided for this. Pupils are encouraged to evaluate their own or each other's work.
- The development of reading and writing is a high priority in the school. Leaders' insistence on a consistent approach to reading and writing throughout the school has had a positive effect on pupils' progress in these subjects. Reading texts are used effectively in classes to create a range of interesting and stimulating activities that help pupils to learn and practise their skills. They also provide pupils with a stimulus for writing.
- The teaching of phonics is strong and gives pupils the skills to read unfamiliar words. Pupils have a regular opportunity to read to an adult in school until they are fluent and are motivated to read by themselves. As a result, pupils enjoy reading. Pupils who struggle with reading have good support to practise their skills and are proud of the progress they make. The most able readers are also supported to develop their understanding of texts and indulge in a love of books.
- The development of mathematical skills is also a priority in school. The school has made less progress in this area, however, because teachers have less confidence in providing lessons that challenge pupils to understand and deepen their learning. Although pupils are being provided with a thorough understanding of important basic number skills, these activities can be repetitive. As a result, pupils do not have sufficient chances to apply this learning to problem solving and other activities that offer opportunities to extend their understanding of mathematical ideas.
- Parents who responded to Parent View or spoke to inspectors in the playground felt that their children were taught well and also felt their child made good progress in

school. However, a small number felt that the quality of information given to them about their children's learning could be improved. This is something that leaders are aware of and are keen to address.

- Homework is given to pupils regularly. It encourages the participation of parents to share in their child's learning. Pupils said that they enjoyed homework. Most parents felt that the homework their child received was appropriate for their age.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' personal development and welfare is woven in to all aspects of school and is considered of great importance. Staff and governors are extremely diligent in carrying out their responsibility to ensure that the school provides a safe, nurturing environment in which pupils in their care can flourish and succeed. As a result, pupils develop as thoughtful and compassionate citizens.
- The vast majority of parents who spoke to inspectors, and those that responded to Parent View expressed praise for the school and the work of the staff. The very large majority of parents felt that their children were happy, safe and well looked after.
- Pupils are increasingly confident learners and most, including the youngest, are able to talk about their learning and what they enjoy about school. The pupils told inspectors how proud they were of their school and how well looked after they are by adults. They also talked with pride about their school's values, which they could name easily and give many instances of how they lived by them. For example, they used 'friendship' and 'compassion' when helping anyone who sits at the 'buddy bus stop' or 'friendship bench'. Pupils do this at playtimes if they have a problem or need a friend to play with.
- The provision for pupils who are vulnerable or have special educational needs and/or disabilities is a strength of the school. There is a prompt focus on early identification of need or concern and things are put in place quickly to support pupils. This reduces the barriers to learning that these pupils might face and ensures that they make at least good progress. Adults have many strategies to support those pupils who are particularly vulnerable or who are struggling to cope in large class groups. These pupils thrive in a very nurturing environment. Pupils who have special educational needs and/or disabilities participate fully in all that the school has to offer.
- Pupils spoken with during the inspection were clear about what bullying was and that, although incidents did happen occasionally, adults always dealt with them. A small number of parents who responded to Parent View felt that bullying was not as effectively dealt with as it could be, but the large majority of parents felt that the school deals appropriately with bullying or that they were not aware of any bullying towards their child. Other inspection evidence confirms this is the case.
- Pupils were unanimous in their view that they felt safe in school and could share with inspectors examples of how the school kept them safe. Pupils talked about assemblies and lessons where they had been taught about how to keep themselves safe, both personally and online.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well. They are polite and well mannered. Staff and pupils know each other very well and are friendly, supportive and encouraging. As a result, school is a calm, orderly and purposeful place to learn. For example, after assembly an adult politely offered to keep the door open for the line of pupils to go through, so that the pupil who had volunteered could return to class. A few moments later, another child courteously offered to take over from her.
- A productive atmosphere in classrooms means that pupils have a very positive attitude and visibly enjoy their learning. At the time of the inspection, some pupils were seen to be disappointed at having to stop their work when the bell sounded for morning break. Pupils are attentive and eager to participate in lessons and generally work well supporting each other.
- Pupils consider behaving well to be very important and are delighted when they are recognised for their good conduct. As a result, they are fully aware of how to behave and the consequences of poor behaviour. They say incidents of inappropriate behaviour do happen but are rare, dealt with quickly by teachers and responded to by pupils sensibly.
- A number of pupils have behavioural needs. They are exceptionally well supported and very skilfully managed to ensure that their behaviour does not get in the way of their learning and does not distract others.
- The systems for checking absence are rigorous and conscientiously applied. Good attendance is rewarded and has a high profile in school. As a result, pupils' attendance has improved over the last few years and it compares favourably with national averages. Persistent absence is monitored closely, as is lateness. The leadership team has worked hard with this group of pupils and their parents and has had some notable successes.

Outcomes for pupils

Good

- The achievement of pupils has improved significantly over the last few years and the vast majority of pupils are now making good progress.
- At the end of key stage 2 in 2016, the proportion of pupils achieving the expected standard in writing was above that found nationally. In grammar, spelling and punctuation, it was similar to the national picture. In mathematics and reading, though, the proportion of pupils reaching the expected standard was below the national figure. However, the progress pupils made from the end of key stage 1 to the end of key stage 2 shows that learning has rapidly accelerated in these two subjects over the last two years. The school's in-year checks on progress and the work in pupils' books also confirms this improving picture. Other than in writing, the proportion of pupils achieving the higher standards was below that of pupils nationally.
- Achievement at the end of key stage 1 has steadily improved. In 2016, an above-average proportion of pupils reached the expected standard in reading and writing, and in mathematics an average proportion of pupils reached the expected standard. Pupils

also achieved well at higher than the expected standards under the new national curriculum in reading and writing.

- The proportion of pupils who reach the expected standard in the national screening check for phonics at the end of Year 1 has improved year on year and is above average.
- Pupil premium funding is used effectively to support disadvantaged pupils, including the most able of them, in key stage 1. As a result, they make good progress throughout the key stage. The work in pupils' books confirms that disadvantaged pupils throughout key stage 2 are now also making good progress. This group of pupils does well in school because leaders and teachers check their progress effectively and ensure that they are supported well in class.
- Pupils who have special educational needs and/or disabilities make good and often outstanding progress from their starting points. The support offered by teachers and teaching assistants is highly effective and ensures that pupils succeed in their learning.
- At the end of key stage 1 in 2016, the most able pupils made at least the progress expected in reading, writing and mathematics and many attained higher levels in reading and writing. Leaders are aware, however, that too few of the most able achieve these higher standards across both key stage 1 and key stage 2 in mathematics. To this end, they have put strategies in place to ensure that the school's most-able pupils make the further gains of which they are capable.
- Leaders are aware that pupils' progress in a number of subjects other than English and mathematics is not as well developed as it should be, particularly in art, history and geography. This has been because of the understandable focus on ensuring that pupils significantly improve in their basic skills. However, this is not the case for all subjects or areas of learning. For example, science, music and personal, social and emotional education is well developed and pupils are making good progress.

Early years provision

Good

- Children start school with skills and knowledge below those typical for their age. Their skills are particularly low in communication, reading, writing and number. However, by the time they leave early years the vast majority are making good progress.
- Children benefit from a vibrant and stimulating environment in which to learn. This is coupled with high expectations by adults to make sure that children thrive and enjoy a very positive start to school life.
- There have been steady improvements in children's achievement in recent years. Children are well prepared and confident to start in Year 1.
- The leadership of the early years is strong. There is a clear view about the strengths and weaknesses of the provision. Where actions have been taken to tackle issues, these have been successful. A focus on the importance of teamwork, sharing practice and the good-quality development of staff has ensured that adults are skilled and are confident to get the best learning from children.
- Provision is well organised to create a rich and varied learning environment for all

children. Activities are fun, capture the children's imagination and allow them to practise their skills. Learning and activities are often led by children. For example, following a story about Jesus's birth, a group of children decided to pretend they were babies. An adult encouraged them to build a manger in the construction area, which children set about doing with enthusiasm.

- Outdoors, children have plenty of opportunities to explore, using a range of equipment that encourages them to build, create and try out their ideas. As a result, children, whatever their ability, are absorbed in their learning. Adults regularly join in with children's play, using opportunities as they do, to teach skills and model good learning habits. For example, children and an adult were immersed in riding around the bicycle track while two children held up 'stop' and 'go' signs. The adult encouraged children to respond to the signs and practise safe bicycle skills.
- Additional funding is used well to provide resources and support for disadvantaged children. Leaders have a good understanding of the impact this has on children's learning. Children make similarly good progress to that made by other children and achieve well.
- The quality of teaching is consistently good. Routines are well established, as is a high level of expectation of what children will achieve. Adults demonstrate good subject knowledge and there is a strong consistency of approach and manner across the two classes.
- The importance placed on reading, writing and mathematical skills is very evident, with regular chances for children to write, practise their letters and sounds, and use number. Reception children practise writing their name and forming letters correctly daily. Some children are already confident to write short sentences.
- The development of language and speaking is also a high priority, along with building self-confidence. As a result, many children in the Nursery and in Reception feel confident and eager to say hello to visitors, and chat about what they are doing and are proud of. Adults engage with children very well and are skilled at asking questions to draw out children's understanding, encourage them to talk and feel self-assured.
- Teachers' assessment and the tracking of children's learning are of a good quality. The information they gather is used effectively to plan a curriculum for children that is both interesting and relevant. Adults regularly use electronic tablets to take photographs documenting children's learning.
- Safeguarding is effective. Risk assessments are thorough and the classroom is a safe environment for children. An icy section of the playground was managed very effectively by adults to keep children safe but allow them to have fun skating on the ice.
- Children's behaviour is good and adults are quick to provide support to children to help them understand the importance of being polite and learning social skills such as table manners. Children play and learn together well and are very motivated to learn.
- The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children and children have with each other. There are also positive relationships between staff and parents, who describe the adults in early years as 'kind and approachable'. Staff encourage parents to help

their child register as they arrive at school each morning which helps children settle quickly. Parents feel very positive about how much their child enjoys school and the progress they have made.

- Staff value regular communication with parents and they invite them to events and to contribute to the online assessment system they have in place. Staff are keen to develop this further as it is very helpful in supporting parents in their child's learning.

School details

Unique reference number	140417
Local authority	Stockport
Inspection number	10019781

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	Academy trust
Chair	Carole Owen
Principal	Jackie Band
Telephone number	0161 474 7110
Website	www.cdatstmatthewsprimary.co.uk
Email address	principal@cdatstmatthewsprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school is smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school converted to an academy in January 2014 and is part of the Chester Diocesan Academies Trust (CDAT).

- The school complies with the DfE guidance on what academies should publish on its website.
- A breakfast club is run by the school.

Information about this inspection

- Inspectors observed learning in all classes. Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of pupils' spiritual, moral, social and cultural development. Inspectors observed pupils in the playground and during lunchtimes.
- Inspectors looked at the work in pupils' books and in the learning journals of children in the early years.
- An inspector listened to a number of pupils read.
- Inspectors held meetings with the principal, vice-principal, special educational needs coordinator, early years leader and curriculum leaders.
- An inspector met with four members of the governing body including the chair. A meeting was also held with three members of the academy trust.
- A group of pupils discussed their opinions about the school and their learning with an inspector and inspectors also spoke informally with pupils in the playground and around school.
- There were no responses to the staff questionnaire. However, inspectors talked to staff during the inspection to take account of their views.
- Inspectors considered the 12 responses from the online Ofsted questionnaire, Parent View. Inspectors also talked briefly with parents before school.
- Inspectors observed the school's work and looked at a number of documents, including: minutes from meetings of the governing body; information on pupils' attainment and progress; the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

Naomi Taylor

Ofsted Inspector

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