

# The Green Way Academy

21st Avenue, Hull HU6 8HD

**Inspection dates** 6–7 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	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's inspirational leadership has led rapid school improvement. Strong leadership at all levels, including from governors, has had a clear impact on improving the quality of teaching and raising standards throughout.
- Most pupils make good progress and achieve well. At the end of Year 6, a high proportion of pupils are working at the levels expected for their age in reading, writing and mathematics.
- Leaders have tackled weaknesses in teaching robustly. Teaching is now good and there are examples of outstanding practice in many areas.
- Pupils are polite, friendly and courteous. They behave well at all times and are kind to others.
- The quality of early years provision is good. From low starting points, children make good progress and an increasing proportion reach a good level of development and so are well prepared for Year 1.
- The school is a calm, orderly and happy place where everyone feels valued. Pupils grow and flourish here because they are shown high regard and respect. Pupils say they love their school.
- The school's work to enhance pupils' spiritual, moral, social and cultural development and their understanding of British values is very effective.
- Pupils feel safe at school. Bullying is rare and pupils are very confident that staff will deal with any incidents promptly. Pupils know that bullying will not be tolerated.
- The school fosters good relationships with parents and the community. Parents are very positive about the school and the help it provides families.
- The school's work to keep pupils safe is outstanding. Leaders take swift action if any concerns are raised by pupils, parents or staff, involving other agencies where appropriate.

### It is not yet an outstanding school because

- While overall progress is good, the boys do not achieve as well as the girls, particularly in writing. This is because some lack confidence, rely too much on help and sometimes do not try hard enough when the work fails to hold their interest.
- Sometimes the most able pupils are not challenged sufficiently to help them achieve more.
- Attendance is improving but persistent absences, while much reduced, are still too high among a few pupils.

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires special measures.

### What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is of the same high standard as the best teaching in the school, by ensuring that:
  - the work that all pupils do challenges them sufficiently, particularly the most able
  - boys engage more confidently, particularly in tackling tasks that they find a challenge or less interesting, for example when writing
  - the focus on developing vocabulary and fluency continues to be high priority
  - the outstanding practice that exists in the school is shared more effectively to inspire other teachers.
- Raise attendance so that it is consistently good for all pupils, particularly those who miss too much school.
- Develop the curriculum so that boys engage more enthusiastically in their learning and so achieve as well as the girls, particularly in their writing.

## Inspection judgements

### Effectiveness of leadership and management is good

- The school has had a high number of staff changes since the last inspection but has weathered the disruptions very effectively. The headteacher's drive to improve the school has been uncompromising. He has tackled weak teaching robustly and made astute appointments. His expectations of staff are high and as a result, school improvement has been rapid. All pupils now make good progress and achieve well.
- The headteacher is very ambitious for the school and its pupils and inspires others to aim high. He has strengthened capacity in his leadership team, and through extensive, high-quality coaching and training, has now put the school in a good place to improve further. His calm but firm approach has proved successful, in that pupils, parents and staff are, quite rightly, proud of their school. Teamwork is excellent among all.
- Phase leaders and subject leaders, some of whom are relatively new to their roles, have had a marked impact on school improvement. Staff know what is required of them and receive the support they need to carry out their duties. They know that any requests for pay rises will rely on the progress pupils make.
- The monitoring of teaching and learning is robust. All leaders are involved in checking that pupils make the progress they should and act quickly if any are at risk of falling behind. Support is planned promptly and the impact monitored closely. Leaders know that boys are not performing as well as girls and so at present there is some inequality of opportunity.
- Leaders review pupils' progress regularly and check that teachers' planning and the work pupils do builds effectively on what they have achieved already. Teachers' assessments are accurate and reliable and inform subsequent planning effectively. The school has had a strong focus on securing good achievement overall, but teaching has not challenged the most able pupils sufficiently to ensure that they achieve more.
- The pupil premium grant, which is a very sizeable sum, is spent effectively. Leaders maximise the spend to ensure that pupils who are eligible access all that the school offers, and benefit not only in their learning but also in their personal development. For example, the breakfast club provides pupils with a healthy start to the day. Many pupils use this early start to seek support with homework or reading or to access computers to extend their learning. Many just use the time to socialise and prepare for the day.
- The primary school sports premium is used well to increase the sporting activities the school offers and to deploy specialist coaches to strengthen the quality of provision. Over 60% of the pupils enjoy the many sports clubs and competitions, including those for football, athletics and boxing. Pupils want to take part and be selected for school teams, as this not only increases their physical skills but also builds their self-esteem.
- The school's curriculum is broad and balanced. Staff are deployed to their strengths, for example in mathematics and literacy, to maximise impact on learning. There is a strong emphasis on the basic skills of literacy, numeracy and computing, but also a good balance of other subjects, including history, geography and science. The work teachers plan, particularly in writing, does not always engage boys enough, or challenge the most able sufficiently to help them achieve more.
- Provision for art is good and pupils have opportunities to learn to play musical instruments. A group of Year 5 violinists were excited about a concert for elderly people and being able to perform in front of others. Because many pupils find learning difficult, the school enriches the curriculum through extensive visits and visitors to make learning come alive and be more practical, and to extend pupils' horizons.
- Those pupils learning English as an additional language receive good support, including bilingual support. Pupils integrate quickly because the school is very inclusive and staff make sure that all pupils feel valued.
- The same level of care is afforded to those who have special educational needs and/or disabilities. Where necessary, the school seeks external support where pupils have complex needs or are facing difficult challenges in their lives. Pupils' well-being is a high priority and parents are kept fully involved.
- The school promotes the acceptance of diversity very well. Respect and tolerance permeate the school's ethos. Every effort is made to engage pupils in learning about other faiths and cultures and to recognise that they are growing up in a world where differences must be respected. Pupils learn about the laws of the land and global issues such as the felling of the Amazonian rainforest and climate change. Pupils' spiritual, moral, social and cultural development is supported well.

- The school is well supported by the academy trust in providing staff training and checking the impact of improvements to raise pupils' achievement. Partnership working with the other schools in the academy chain, for example regarding assessment and sharing good practice, has supported good improvement.
- **The governance of the school**
  - Following the last inspection, governors acted quickly to review their practices and seek relevant training to carry out their duties more effectively. Governors know the school well and scrutinise closely information from school leaders, including pupils' progress data and the quality of teaching. They ask challenging questions regarding the impact of actions taken to improve the school and raise achievement. They are very supportive, but also knowledgeable and so are effective in their work.
  - Governors foster good relations with parents and have high expectations of leaders and all staff. They have a good understanding of their responsibilities regarding managing staff performance as well as holding staff and leaders to account. They ensure that the management of teachers' pay is effectively linked to the outcomes for pupils' progress and that staff have the support they need to succeed.
  - They check the impact of pupil premium and primary sports funding, and know that these are used effectively to help disadvantaged pupils achieve well and to encourage all pupils to keep fit and healthy.
- The arrangements for safeguarding are outstanding. Very secure systems are in place to protect pupils and practice is consistently of high quality, particularly record keeping and partnership working with other agencies. All staff are clear about their duty of care and their responsibility to act promptly if concerns arise. Leaders ensure that staff training regarding child protection and safeguarding is up to date. Recruitment procedures are rigorous. Pupils' welfare and well-being are a high priority and staff go the extra mile to intervene and support where families face challenging circumstances in their lives. The school provides a safe haven for pupils and their families when difficulties arise, and parents value this support.

### Quality of teaching, learning and assessment is good

- The quality of teaching has improved and is now good. Some teaching is outstanding. This improvement has been largely due to the rigorous monitoring of teaching and learning, recruitment of high-quality teachers and extensive training, for example around planning and assessment and higher expectations.
- The school's systems for tracking pupils and monitoring their progress have improved significantly. The new assessment system is becoming well embedded and information is increasingly used effectively to underpin target-setting for pupils, and teachers' planning. For example, a highly effective mathematics session in Year 2 resulted in all pupils making very rapid gains because the teacher pitched the planning meticulously at five different levels. Pupils loved the challenge and pushed themselves to better their previous performance.
- Most teachers are making effective use of assessment to inform their planning, but there are occasions where the level of challenge is not high enough, particularly for the most able. Hence, while most persevere and work hard because they want to achieve well, a few do not make the progress they could.
- From work in pupils' books, it is evident that they enjoy investigations in science. They have a secure understanding of what makes a fair test, for example when exploring how plants take up water. Teachers' subject knowledge is good. They plan topics well to engage most pupils' interest and develop their love of learning. For example, pupils have researched extensively the ancient Egyptians and the art of mummification, and the impact of the Second World War on children in the blitz. Pupils, both boys and girls equally, have found these topics fascinating and engaging. However, from the work seen in pupils' books, the quality of the writing that some of the boys produced was not as good as that of the girls, because not all boys are as assured in their skills as they might be, particularly with their vocabulary.
- Teachers extend pupils' thinking and reasoning skills by asking probing questions and encouraging pupils to talk to their 'clever friend' before seeking help from the staff. This effectively deflects pupils from having to respond straightaway if they are unsure, but also promotes good talk time for pupils to work together, develop their ideas, and become more confident and more independent in their learning.
- The quality of feedback that pupils receive through marking is generally very effective in praising how well pupils have achieved and what they could do to improve further. Teachers insist that pupils check this feedback, correct errors and be more accurate in subsequent work. Teachers continually question and challenge pupils as they work, reminding them to apply previous learning when facing new problems and to take care with spelling, grammar and punctuation.

- Phonics (the sounds that letters represent) is taught very effectively from the early years onwards. Teachers remind pupils to use their phonics knowledge to help them read unfamiliar words and in their spelling when writing. Pupils' reading and writing skills have improved considerably as a result. The focus on learning vocabulary is high because many pupils have a limited range of words when they start school. In a Year 5 reading activity, pupils were spellbound as they explored words to make their writing more interesting. This was because the teacher held their attention and made learning very compelling and fun.
- Relationships throughout the school are very strong. Pupils love their teachers. Every classroom is attractive and enticing because staff value pupils' efforts and display their work for others to enjoy. Pupils are generally very keen to learn, many arriving early to receive extra help. They are not afraid to make mistakes because staff assure them it is safe to do so. Support for pupils is usually very good; however, a few rely too much on help, particularly those boys who find sustaining interest and concentration a challenge.
- Pupils who have special educational needs and/or disabilities make good progress, but this does vary depending on pupils' starting points and other factors that might slow progress. For example, some are also learning English as an additional language and some have not had all their schooling at this school, and the change of schools has set them back. Teachers plan for them well and organise additional support if necessary to help pupils catch up with their classmates.
- Pupils learning English as an additional language receive good support. Their needs are identified quickly and plans drawn up to help them integrate well. Staff ask pupils who share the same home language to help each other and pupils are proud to be asked. Additional bilingual support is arranged where needed to speed up learning and ensure that pupils make rapid gains to catch up with their classmates.
- Teachers make good use of opportunities to develop pupils' writing and mathematical skills through their work in other subjects. For example, pupils investigating people's favourite pets presented their findings in a bar chart, and pupils considering the impact of global warming in geography composed impassioned paragraphs urging people to take care of the planet, 'so it is there for others to enjoy in the future'.

## 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 have a good understanding of what constitutes bullying and what forms it can take. For example, they know that people can be bullied physically as well as through social media sites or via mobile phones. Pupils feel safe at school and say that there is very little bullying 'because teachers will not tolerate it'. They know what to do if they experience any threats or unkindness and are confident that teachers will sort things out.
- Pupils feel very well looked after at school and know how to keep safe outside school. Visits from health and care workers, community police officers and others extend support for their welfare and safety effectively. Pupils know whom to go to if they are worried or upset; they trust their teachers.
- Pupils are keen to take on responsibilities, such as being school councillors or helping around the school. For example, Year 5 pupils read to Year 2 pupils and this builds their confidence and self-esteem effectively. They take pride in being asked to do jobs, accepting that this is part of growing up. One pupil explained that he enjoyed helping younger children, 'because I was like it once and it was a bit frightening'. The maturity some pupils display is highly commendable.
- Care arrangements are extremely effective. Staff know the pupils and their circumstances well and some know their families through regular home visits when issues arise. Staff make every effort to support pupils' physical, emotional and social needs so that they grow in confidence and thrive in their learning.
- Pupils are kind and help each other, especially when someone is upset, 'because we should look out for each other'. They help classmates struggling with their learning and recognise that they must be sensitive towards those who find learning difficult or who have special educational needs and/or disabilities.
- Pupils enjoy extensive visits, join in community events and organise fund-raising events and so learn that they are part of wider society. Visits to museums and theatres, and visitors to the school to talk about the world of work, extend pupils' understanding of what they could aspire to if they work hard.

- Pupils learn about religions and diversity through assemblies and discussions in subjects such as religious education. They visit places of worship and see them as places to be respected. One pupil wrote in her book, 'My special place is my nanna's house. I love my nanna so much'. Pupils know that they must respect others and be tolerant. They fully appreciate that life is not always the same for everyone. The school is a diverse community, but the school's ethos reflects that everyone is important.
- Pupils have many opportunities to join school clubs and activities to extend their learning and enjoyment of school. Rounders, basketball and football are very popular, as are clubs for choir and art and crafts.

### Behaviour

- The behaviour of pupils is good. This is a marked improvement from the last inspection. Pupils behave well even when not directly supervised and understand the consequences of not behaving well. Behaviour management systems are applied consistently and pupils agree that most pupils behave well because, 'that is what you should do'.
- Pupils are polite and courteous at all times. 'Marvellous Me' is a further incentive to earn teachers' respect and gain rewards. Pupils say that teachers are fair when they tell pupils off, 'because you are here to learn'. Most pupils try hard. They respect teachers' high expectations because they know that school is important. Even those who find learning a challenge and do not always sustain interest continue to behave well.
- Pupils' attendance has improved and is now close to the national average. Most pupils attend every day because they want to be at school with their teachers and friends. However, a few miss too much school. The school is addressing this rigorously, including by going to pupils' homes to bring them to school and providing free breakfast and other incentives. Such practices safeguard pupils' safety and well-being.
- The exclusion rates, while much lower than in previous years, remain higher than average, but these exclusions appear justified. The school's policy of zero tolerance of unacceptable behaviour is being reinforced strongly and parents understand the consequences.

### Outcomes for pupils

### are good

- Children enter the Reception classes with skills and abilities that are lower than those typical for their age. Their communication skills, their knowledge of the world and their personal development skills are often very insecure. Children make good progress in this Reception Year. An increasing number, although not all, reach a good level of development at the end of the year and are well prepared for Year 1.
- After a strong start in early years, pupils make good progress in learning phonics. The proportion who reached the expected level in the phonics screening check this year was above the national average. This represents a marked improvement since the last inspection.
- Overall attainment at the end of key stage 1 rose considerably this year. An above-average proportion of pupils reached the levels expected for their age in reading, writing and mathematics. This compares favourably against their low starting points when they entered key stage 1.
- Overall attainment at the end of key stage 2 also increased markedly this year, having been below average in 2015. A higher than average proportion of the current pupils in Year 6 are working at the levels expected for their age in reading, writing, mathematics and science. This represents good progress, bearing in mind that these pupils started in Year 3 well below average.
- At both key stages, too few of the most able pupils achieve better than expected for their age. This is largely due to weaknesses in teaching in the past and lower expectations generally, particularly of the most able pupils.
- Work in pupils' books, current school data and teachers' assessments, which are in line with the published data, reflect good progress for all pupils, including the boys, from their low starting points. However, in most year groups, including the early years, there is a gap in the performance of boys overall compared with that of the girls. This is largely due to a few boys, almost exclusively all disadvantaged, not applying themselves well, particularly when they find learning difficult, for example when they write. The gap widens as pupils progress through the school and is at its widest in Year 6.

- Disadvantaged pupils generally make good progress from their low starting points. Other than the few boys described above, most of these pupils make good progress and achieve well. They receive good support, particularly if they are at risk of falling behind. There is a slight, but not significant gap at the end of key stage 1 between the performance of disadvantaged pupils compared with that of others. The gap is more significant at the end of Year 6, but only among boys, who are generally behind their peers in reading, writing and mathematics. Fewer boys achieve the levels expected for their age than girls throughout the school.
- Most pupils who have special educational needs make good progress because they respond well to high-quality support from well-trained support staff as well as their teachers. In situations where pupils face multiple disadvantages, their progress is not always as good, however. Gaps in their learning over time slow their progress. Some find retaining knowledge and understanding very difficult despite the school's best efforts.
- Improvements in the teaching of reading, writing and mathematics have all resulted in the rise in achievement this year, building successfully on the results in 2015. Leaders have ensured that teachers in upper key stage 2 are now teaching to their strengths in English and mathematics, and this has helped raise achievement successfully.

## Early years provision

is good

- Provision in the early years is led and managed well. The early years leader has good subject knowledge and understanding of the way young children learn. She has high expectations of staff in the early years and is committed to developing excellent provision and giving children a flying start to their learning.
- The quality of teaching is good because staff know their children well and work as a team to promote effective learning. They plan activities and experiences that open the world out for the children and that make learning fun. One young child was quick to announce, 'We don't do any work here, we just play'. Work and play are effortlessly intertwined to get the best from children in a safe, happy environment.
- Children new to learning English, those who are disadvantaged and those who have special educational needs and/or disabilities are identified early and supported well. Specialist help is arranged where necessary.
- The early years classrooms, inside and out, are well designed and effectively used to encourage children to try everything. For example, the 'building site/construction office' was a hub of activity, and very much a 'hard-hat' area where children built houses using crates and boxes. They knew to help each other to lift large equipment and to wear high-visibility jackets to stay safe. The girls took the lead in writing lists of materials to buy from the suppliers, whereas the boys chose to avoid this paperwork, seeing it as less interesting.
- Staff steer children towards activities that are more of a challenge for some by patiently helping them to read and write and to count accurately. There is a good balance of work that children do under staff direction, for example phonics, but also opportunities for children to choose for themselves. Staff question and probe what children are doing and ask what they have learned. In this way, staff ensure that children cover all the areas of learning, noting carefully how well they achieve to inform subsequent planning.
- Children develop independence as they learn to be inventive in their play. For example, a group of children at the snack table explained that fruit makes you healthy. They also proceeded to count grapes and develop their subtraction skills by eating the fruit to practise 'take aways'. Children developed their team skills as they spurred each other on in their 'obstacle races'. Most then dressed themselves speedily, with only a few of the boys showing any reluctance to try and hesitation as to which was their left and right foot.
- Children behave well, understand class routines, respond promptly when asked to tidy away and enjoy being at school. They show pride in their learning, one saying for example that she can write sentences 'by my own'. Developing vocabulary and fluency is a high priority and staff promote talk time exceptionally well.
- Links with parents are good. Home visits and induction days before children start at school give staff a good understanding of what different children need. Parents appreciate this personal touch and turn readily to staff if they have any issues or concerns. Staff are very vigilant to ensure that children are kept safe.

- Although some are still less secure in their basic skills when they enter Year 1, children generally make good progress in the early years. Each year, an increasing number reach a good level of development. This year, the proportion reaching a good level of development was close to that found nationally.

## School details

<b>Unique reference number</b>	138678
<b>Local authority</b>	City of Kingston upon Hull
<b>Inspection number</b>	1001659

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	411
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Randall
<b>Headteacher</b>	Simon Bush
<b>Telephone number</b>	01482 331378
<b>Website</b>	<a href="http://www.thegreewayacademy.org">www.thegreewayacademy.org</a>
<b>Email address</b>	<a href="mailto:sbush@thegreewayacademy.org">sbush@thegreewayacademy.org</a>
<b>Date of previous inspection</b>	15–16 July 2014

## Information about this school

- This school is larger than the average-sized primary school.
- Children in the early years attend full time in the Reception class.
- The proportion of pupils moving in and out of the school at times other than at the start of early years is above average.
- The proportion of pupils from a minority ethnic background is below the national average, as is the proportion learning English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is well above average. (The pupil premium is additional government funding provided to support disadvantaged pupils, including those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club for pupils that is funded and managed by the governing body.
- The school has had a very high number of staff changes since its previous inspection.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed teaching and learning throughout the school; some observations were carried out jointly with the headteacher. In addition, inspectors scrutinised pupils' work books and listened to pupils read.
- Meetings were held with pupils, the chair of the governing body and two other governors, the headteacher, senior and middle leaders, and subject leaders. Inspectors also had a meeting with two representatives from the academy trust.
- Inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- As there were only five responses to the online questionnaire (Parent View) and no text messages, inspectors listened to the views of a good number of parents who spoke to them during the inspection and those who attended the parent forum.
- No pupils submitted any responses to the online pupil survey. Inspectors considered the views expressed by the pupils whom they met in formal meetings and in other situations.
- No members of staff submitted their views via the online staff questionnaire, but inspectors talked to many members of staff during the inspection.

## Inspection team

Rajinder Harrison, lead inspector	Ofsted Inspector
Nicola Shipman	Ofsted Inspector
Emma Hollis-Brown	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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