

St Matthew's Church of England Primary School

Withers Street, Blackburn, Lancashire BB1 1DF

Inspection dates	7–8 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 a good school

- The headteacher, senior leaders and governors have addressed the areas for improvement identified in the previous inspection, ensuring that the quality of teaching and pupils' achievement are now good.
- Governors have a comprehensive knowledge of the school. They challenge and hold senior leaders to account for improving teaching and outcomes for all groups of pupils.
- Teachers ensure that pupils make good progress. Teachers and teaching assistants work exceptionally well together to promote pupils' love of learning and determination to succeed.
- Pupils attend school regularly. They are polite, well mannered, courteous and respectful towards both adults and their peers.
- Pupils benefit from an exciting curriculum that captures their interests, broadens their experiences and supports their good progress.
- Senior leaders' work to promote pupils' spiritual, moral, social and cultural development is good, as are initiatives to develop pupils' appreciation of British values and cultural diversity.
- All groups of pupils make good and often outstanding progress. At the end of Year 6, in 2015, a much higher than average proportion of disadvantaged pupils made more than expected progress in reading and mathematics.
- Pupils' attainment in reading, writing and mathematics has improved each year at the end of key stages 1 and 2. Results in 2015 were the best for at least five years.
- The overwhelming majority of parents feel that their children are safe, well looked after and make good progress.
- All aspects of the early years provision, including teaching, children's progress and their behaviour, are good.

It is not yet an outstanding school because

- Teachers do not consistently challenge pupils, particularly the most able, to achieve their best.
- Teachers' work to improve pupils' resilience and willingness to try out new things and learn from their mistakes is still developing.
- The marking practice of the most effective teachers is yet to be fully shared across all year groups.
- Leaders' work to engage parents in their children's learning in the early years is not fully developed.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - ensuring that all pupils, particularly the most able, are consistently challenged to achieve their very best
 - further enhancing pupils' resilience and confidence in class to try out new things and learn from their mistakes
 - making sure that the best practice in marking and assessing pupils' work is shared across the school.
- Improve the effectiveness of leadership and management in the early years by exploring ways of getting parents more involved in the life of the school.

Inspection judgements

Effectiveness of leadership and management is good

- This is an 'outward-facing' school which is strategic in its approach. It is led by an effective headteacher, deputy headteacher and a capable senior leadership team. Senior leaders are not afraid to share their successful work in improving pupils' achievement and the quality of teaching. Nor are leaders shy to identify and learn from good and outstanding practice in other schools and partnerships with which the school is associated.
- Leaders have ensured that training and support for teachers and teaching assistants has improved their teaching and secured good outcomes for pupils. Teachers, including those new to the profession, are keen to continually develop their skills. They feel well supported and say that recent training in the mastery of mathematics and developing pupils' writing skills has helped to improve their teaching practice.
- School leaders are effective in monitoring the quality of teaching and managing the performance of teachers and teaching assistants. Teachers are awarded pay increases when they have demonstrated good performance and pupils in their classes have made enough progress. This information is shared with governors who are fully aware that the quality of teaching is good.
- Through their good training, observations of teaching and determination to succeed, leaders responsible for English, mathematics and assessing pupils' performance have 'raised the bar' to develop a highly cohesive teaching force which is clearly focused on helping pupils to realise their full potential.
- Subject specialists for science, computing and humanities regularly observe teaching in their areas and report on its quality. The leader for Spanish records pupils' and teachers' Spanish conversations in order to improve teaching and pupils' pronunciation. Policies for art and design technology have recently been revised in the light of the new curriculum, while the physical education coordinator monitors the take-up of sporting activities and organises specialist training for staff.
- The school's broad, balanced and creative curriculum is well organised to take into account pupils' culture, experiences and interests, while including all the subjects of the national curriculum. The school's theme-based approach to learning stimulates and inspires pupils. This was illustrated in, for example, pupils' study of the story of the librarian of Basra, the voyages of Christopher Columbus and the achievement of African American civil rights leaders.
- Promoting British values is central to senior leaders' work in this harmonious and purposeful school. For example, pupils understand the rule of law, liberty and democracy and are aware of their rights and responsibilities. They apply for various leadership positions, including joining the school council, and have a good appreciation of the culturally diverse nature of British society. Pupils know the significance of major historical events and celebrate and commemorate important occasions, such as the Queen becoming the longest-serving monarch and the Battle of the Somme.
- Work to promote pupils' spiritual, moral, social and cultural development is good. Pupils have a sound appreciation of the major world faiths and visit various places of worship and historic interest, such as Blackburn Cathedral and the Manchester Jewish Museum. Pupils are highly respectful and enjoy being recognised for their good attendance, good manners and for being helpful and compassionate. Pupils raise money for various cancer research charities and the Macmillan nurses. They also enjoy the theatre and pantomime, and playing various musical instruments, including djembe and conga drums and maracas.
- The primary school sports fund is used effectively to extend the range of lunchtime and after-school clubs and increase participation in competitive sports such as boccia (a precision ball sport similar to bowls). Specialist coaches help to enhance the skills of staff in teaching various physical education activities, including gymnastics. Staff are particularly accomplished at spotting sporting talent. A sizable proportion of pupils practise at a local football club and talented cricketers are encouraged to pursue their interest.
- The very small minority of parents and carers who completed Parent View, Ofsted's online questionnaire, and submitted text messages during the inspection expressed mixed views about the quality of teaching and pupils' learning. However, the overwhelming majority of parents who talked to inspectors, as well as the much larger sample of parents who completed the school's recent surveys, were complimentary about all aspects of the school. They feel that their children are happy, safe and make good progress. Senior leaders are exploring ways to engage parents better in the life of the school.
- The school has a very productive relationship with the local authority and various local schools. The school has conducted a joint teaching and learning 'health-check' with a national leader of education as

part of its school improvement plans. As a result, teachers have observed good practice in a partner school. School leaders have shared their development of systems for assessing pupils' performance with local schools.

■ **The governance of the school**

- Governors know exactly how well the school is performing. The recent independent review of governance, and the recommendations which followed, have had an exceptionally positive impact on governors' effectiveness. After slimming down the governing body and carrying out a skills audit, the new achievement and resources committees are helping to ensure that school improvement is effective.
- Governors have a precise understanding of how funding for disadvantaged pupils is spent. The pupil premium governor, like all governors, is exceptionally knowledgeable. He is aware that targeted support and the work of the school's well-being mentor are accelerating disadvantaged pupils' achievement and attendance, and ensuring their full participation in all aspects of school life.
- Governors come into school on a regular basis to meet with the senior leadership team and teachers, to look at work in pupils' books and to run the library club. This gives them first-hand experience of the quality of teaching, learning, leadership and management.
- Governors receive effective training. They keep abreast of developments in education and safeguarding matters, and know exactly how well pupils' performance compares with that of other pupils nationally.
- Governors recognise teachers' and teaching assistants' good efforts to raise standards and duly reward them for their hard work and effectiveness.

- The arrangements for safeguarding are effective. All safeguarding and child protection policies and procedures are fully up to date. Staff are trained well and work in partnership with a number of organisations in order to ensure pupils' safety. All members of staff, including those new to the school, know exactly what to do if a pupil approaches them with an issue or concern relating to their safety or well-being.

Quality of teaching, learning and assessment is good

- Teachers and teaching assistants work together effectively and plan activities which stimulate pupils' learning, enhance their curiosity and encourage them to actively pursue their own interests. Teachers form strong bonds with pupils and have a good understanding of the cultural backgrounds of pupils. They are mindful of these when planning reading, writing and mathematics activities.
- Teachers are well organised. Their classrooms are stimulating places where pupils' writing is celebrated in eye-catching exhibitions. Teachers encourage pupils to read regularly, developing their love of different authors and genres, and promote pupils' calculation and problem-solving skills well.
- Teachers emphasise to pupils the importance of 'thinking outside the box' when developing their ideas and using the English language. This was exemplified in two key stage 2 classes where pupils were pitching their imaginative and curious 'buddy-belt', 'X-ray specs' and 'laser watch' inventions to their peers. Teachers encouraged pupils to use various techniques, including persuasive language and exaggeration, to positively promote their inventions. In addition, they consistently checked that pupils knew the exact meaning of words such as 'exclusive', 'energetic' and 'indestructible'. Pupils made good progress because they were engaged and able to use a range of skills to draw their inventions and design three-dimensional models.
- Teachers' training and hard work to develop pupils' mastery of mathematics is paying off. This was shown in a highly engaging and fast-moving key stage 1 mathematics class where pupils used different methods to compare and order numbers up to 100. Pupils of different abilities made their various calculations using spinners and dice. When the most able pupils had finished, they demonstrated their mastery of mathematics by teaching their peers a range of calculation methods, which they then used to complete their problem-solving activities.
- Where teaching is strongest, teachers use assessment information and performance data on pupils' prior learning to plan different activities for pupils. However, observations of teachers' practice and work in pupils' books show that classroom activities do not always take into account the wide range of pupils' skills and abilities. As a result, some pupils, particularly the most able, do not always achieve as highly as they should.
- Most pupils respond to their teachers' marking and feedback and improve their work as a result. This practice has helped to ensure that the quality of pupils' writing is good, as is their command of the

English language. Most teachers consistently adhere to the school's policies when checking pupils' work in books, resulting in almost all pupils moving forward in their learning. However, not all marking is quite as effective as it could be. The school's 'sharing philosophy' does not always extend to marking and the best practice in this area is yet to be fully shared across the school.

- Teachers' work to build pupils' respectfulness and willingness to listen to, and learn from, each other's ideas is effective. Pupils cooperate with each other, have a thirst for knowledge and relish opportunities to find out new things. However, not all pupils are as confident or resilient as they should be as they are not always willing to take risks and learn from their mistakes. Senior leaders are exploring ways of improving this aspect of pupils' learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The work of the school to ensure that pupils are responsible, up-standing citizens is very effective. The school's Christian ethos builds pupils' culture of respect and enhances their understanding and tolerance of the views and beliefs of others.
- Pupils develop well in the calm and purposeful atmosphere of the school and are increasingly confident in their own abilities. This is shown in the rapid improvements in their speaking, reading, writing and mathematical skills.
- Pupils are proud of their school and wear the St Matthew's uniform smartly and with pride. Pupils' attitudes to learning are positive. They regularly demonstrate their desire to do well, for both themselves and their teachers.
- Pupils enjoy participating in Friday celebration assemblies, which they are encouraged to lead and to which their parents are invited. They are adept at operating slide presentations and assisting teachers in recording team points and organising prize draws.
- Pupils know how to stay safe when online. They are helped to be aware of aspects such as not accepting files from strangers, only visiting reliable websites and telling an adult about any suspicious 'e-activities'.
- Pupils are well looked after and are highly confident in talking to adults about any concerns they may have. Pupils learn how to keep themselves healthy through the personal, social, health and emotional aspects of the curriculum. They also develop a good awareness of the dangers of drinking and smoking.
- Pupils have a good understanding of safe and unsafe situations. Visitors from the police, fire service and ChildLine help to heighten pupils' awareness of dangers and risks. 'Super kids' in key stage 2 and 'little dragons' in key stage 1 learn martial arts.

Behaviour

- The behaviour of pupils is good.
- Pupils say that behaviour is good most of the time. Older pupils said that 'some people don't always follow the rules' but insisted that this is rare because 'everyone knows the consequences of their actions'.
- Pupils move around the school sensibly and safely and with due consideration for others. They appreciate their school and help to ensure that the buildings and play areas are tidy and well looked after. Behaviour in class is never less than good. Pupils listen carefully to their teachers and each other and follow instructions carefully.
- The overwhelming majority of parents and all teachers and pupils say that bullying rarely, if ever, happens at school. The school's behaviour logs reveal that behaviour is typically good over time.
- Pupils have a good understanding of racism, which they say is when someone is treated 'meanly' because of the colour of their skin, their religion or where they are from. Pupils are adamant that there is no racism in school. Their understanding of homophobic bullying is less well developed.
- There has been a marked improvement in pupils' attendance, which is now in line with the national average. This improvement is due to the school's effective work to promote to parents the message that good attendance leads to good achievement. The excellent work of the school well-being mentor, her exemplary knowledge of the community and the confidence she inspires in parents help to ensure that parents know exactly what the school, and the law, expects in relation to attendance.
- Pupils attend regularly because they do not want to miss out on any aspect of school life. Pupils' participation in breakfast club has also contributed to their good attendance and punctuality.

- Positive strategies, such as 'golden tickets' and 'jar of joy', encourage good behaviour. The school's 'you've been spotted' initiative encourages pupils to put into practice the school's values, which include compassion, thankfulness, endurance and forgiveness. If pupils are spotted displaying one of these values their name goes into a box. If drawn out, the pupil is given a wrist band with that value printed on it.
- Pupils are given many opportunities to exercise and hone their leadership skill, including through their membership of the school council and in the friendship and mentoring support that older pupils offer to children in the Reception class.

Outcomes for pupils

are good

- Pupils' outcomes in reading, writing, mathematics, grammar, punctuation and spelling have all greatly improved since the previous inspection. This is because leaders have improved the quality of teaching and developed robust systems for assessing how well pupils are performing. A combination of higher expectations and a curriculum that meets pupils' needs has proved successful in raising standards.
- By the time pupils left school at the end of Year 6 in 2015, their overall attainment was average, and the best that it had been for the last five years.
- The school's own assessment information shows that pupils made good progress across all year groups in 2015. Currently, pupils, including those who have special educational needs and/or disabilities and disadvantaged pupils, are making good and sometimes outstanding progress in reading, writing and mathematics in all year groups.
- Pupils' performance in phonics (letters and the sounds they make) is good. The proportion of pupils reaching the expected standard in the national phonics screening check in Year 1 in 2015 was below average. However, this performance was not typical. At the time of the previous inspection, pupils' performance in phonics was good, as it was in 2014. In 2016, the proportion of pupils secure in their phonics skills and knowledge at the national check was in line with the national average. Pupils love to read and do so with good diction and comprehension. They enjoy competing for reading badges. They challenge each other to read as many as 45 books, for which they get the golden reading badge.
- All pupils made at least expected progress in mathematics by the time they left school at the end of Year 6 in 2015. A higher than average proportion made better than expected progress. Currently, pupils are making similarly rapid progress. Pupils enjoy their mathematics challenges, problem-solving activities and opportunities to apply their calculation skills. The school's mathematics coordinator's work to develop pupils' mastery of this subject is paying off, as pupils deepen their understanding and develop their confidence in tackling complex mathematical concepts.
- All pupils made at least expected progress in writing by the time they left school at the end of Year 6 in 2016. Pupils' books show that they have many opportunities to write for different purposes, with detailed and thoughtful accounts of their various educational trips and visits. Key stage 2 pupils' 'published writing books' show good-quality extended writing which is exceptionally well presented and fit for publication. Due to teachers' consistent checking of grammar, punctuation and spelling, these aspects of pupils' writing are good. Pupils' attainment in this subject at the end of Year 6 in 2015 was well above average.
- Pupils who have special educational needs and/or disabilities are well cared for by experienced staff. The school has a well-above-average proportion of pupils with education, health and care plans or statements of special educational needs. These pupils make at least good progress across all year groups because of the good support they receive and the good partnerships that the school has with parents and a wide range of specialists.
- Disadvantaged pupils make rapid progress in all subjects. Their attainment is at least as good as their peers' and was better than that of other pupils nationally in reading, mathematics and grammar, punctuation and spelling at the end of Year 6 in 2015. At this time, disadvantaged pupils' attainment in writing was equal to that of other pupils nationally.
- Almost all pupils are from second- and third-generation minority ethnic groups. Most have English as an additional language. The school's own assessment information and national data indicate that these pupils perform at least as well as their peers in school and similar groups of pupils nationally. However, the school has an increasingly large number of pupils with little or no English. These pupils are supported exceptionally well by skilled teachers and teaching assistants who speak languages such as Punjabi and Italian. Because pupils can learn in their own language, they are able to participate in classroom activities. Acquiring English quickly, they soon make good progress and can participate in all aspects of school life.

- The school's most able pupils performed well at the end of both key stage 1 and key stage 2 in 2015. However, this was a very small group. The school offers one-to-one tuition for its most able mathematicians and offers a 'brain teaser' club. In addition to this, most teachers provide harder work in class. However, observations of teaching and work in pupils' books show that the most able pupils are not always sufficiently challenged to achieve to the very best of their ability. Senior leaders accept that there is more work to do in this area and have made it a priority for development.

Early years provision

is good

- All aspects of the early years provision, including teaching and children's behaviour, safety and progress, are good. The early years leader is skilled and understands the learning needs of very young children well. She has an accurate understanding of the strengths and areas for development in this key stage as expressed in her clearly focused self-evaluation record and action plans.
- Children settle into the Reception class quickly. This is because leaders take care to provide children and parents with the support they need to feel confident about the setting. Leaders meet with parents to find out what their children are able to do so that teachers and teaching assistants have a precise understanding of children's skills, abilities and learning interests. Leaders also make home visits and liaise closely with the adjacent nursery to ensure that they have the information they need to support children's development from their various starting points.
- Senior leaders' comprehensive data and assessment information indicate that the overwhelming majority of children enter the Reception class with skills and abilities much lower than those expected for their age in all areas of learning. Almost all children have English as an additional language and weak language and communication skills. However, staff ensure that language is no barrier to children's achievement. As a result, almost all children make accelerated progress.
- At the time of the previous inspection, although most children were making good progress, a well-below-average proportion attained a good level of development by the end of Reception. The picture last year was very different, with more than half of the children acquiring the skills necessary for the next stage of their learning in Year 1.
- This year, children made an excellent start and continue to make rapid progress. This is because of the passionate and caring work of teachers and teaching assistants, the rigorous tracking of children's progress and the highly ambitious targets set for children. In addition to this, children benefit from an exciting curriculum, which is planned around their cultural heritage.
- Children with exceptionally low starting points, as well as disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress because leaders use assessment information well to address any gaps in children's learning.
- Children learn in attractive indoor and outdoor areas which are clearly linked to the various areas of learning. When inside, children enjoy reading, role-play activities, using tablets and other computers, drawing and painting, writing and using play-dough to make 'Eid food'. Outside, children enjoy negotiating obstacle courses, exploring the properties of sand and water, writing on the chalk board, measuring and counting and observing snails in the snail tank.
- Children are very friendly. Their communication skills develop well and they are very eager to learn and share their ideas. Children listen carefully and follow instructions well. This was the case when the children sat in two large circles with various percussion instruments, including djembe and conga drums and maracas. The objective of the lesson was for children to play the instruments together. Outstanding restraint was exercised as children listened carefully to their teacher and followed her beats and rhythms. At the end of the session, the newly formed Robins Percussion Band played in unity.
- Phonics teaching is good. Children are very familiar with the teaching routine in this area. Typically, children read sentences aloud from the white board, while staff model language, segmenting words and using visual clues to develop children's reading skills
- Children behave safely and sensibly at all times. They use their wheeled toys carefully and considerately when they are outside. Children are well mannered. They enjoy sharing their toys and resources and taking turns.
- As with the rest of the school, safeguarding procedures are rigorous and effective. Child protection policies are implemented consistently and reviewed annually, or when adaptations need to be made to implement new safeguarding requirements.

- Children's attractive workbooks chart their progress and achievements in detail. They serve as a good indication to parents of how well their children have progressed during their time in the Reception class. Parents are encouraged to record their children's progress at home so that staff have an all-round picture of children's learning and development. However, leaders are fully aware of the need to engage more parents in their children's learning and are considering different ways to improve this aspect of the early years provision.

School details

Unique reference number	119505
Local authority	Blackburn with Darwen
Inspection number	10002126

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Fred Kershaw
Headteacher	Julian Rogers
Telephone number	01254 291250
Website	www.stmatthewsblackburn.com
Email address	st.matthews@blackburn.gov.uk
Date of previous inspection	14–15 January 2014

Information about this school

- This is an average-sized primary school.
- The proportion of pupils who have special educational needs and/or disabilities is average. A well-above-average proportion of pupils have education, health and care plans.
- An above-average proportion of pupils are supported through pupil premium funding. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- Almost all pupils are from minority ethnic groups and speak English as an additional language.
- Children in the early years provision attend the Reception class on a full-time basis.
- The school meets current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school's website meets requirements for the publication of information.
- The school runs before- and after-school services. These formed part of the inspection.
- Since the previous inspection, a number of staff have been appointed, including two newly qualified teachers. The governing body has been reorganised. Three new members have been appointed, including a new chair of governors.
- The school is federated with the adjacent nursery, which shares the same senior leadership team and governing body. The federated nursery is subject to a separate inspection.
- An increasing number of pupils enter the school throughout the school year with little or no English.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils and sessions aimed at helping pupils to learn to read. Joint observations were carried out with senior leaders.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised in class and separately with senior leaders.
- Inspectors considered 10 responses from parents to Ofsted's online survey, Parent View, and 11 text responses. Inspectors met informally with parents at the beginning of the school day. Responses to the inspection questionnaires completed by 16 members of staff were also considered. Inspectors reviewed the school's own surveys of parents' and pupils' views.
- Two meetings were held with five governors, including the chair of the governing body. Meetings were held with subject leaders including those responsible for English, mathematics, science, computing, Spanish, art, humanities and physical education. Meetings were also held with leaders responsible for assessing pupils' learning and progress, the early years provision and provision for pupils who have special educational needs and/or disabilities.
- A meeting was held with a representative from the local authority. A telephone conversation took place with the school's education consultant.
- Inspectors examined a range of documents. These included the school's reviews of its own performance, development plans, checks on the quality of teaching, information about pupils' progress, safeguarding documentation and various records of pupils' attendance and behaviour.

Inspection team

Lenford White, lead inspector	Ofsted Inspector
Schelene Ferris	Ofsted Inspector
Sue Eastwood	Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
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