

City United Academy (CUA)

10 Edward Street, Birmingham, West Midlands B1 2RX

Inspection dates

20–22 March 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and managers, including those responsible for governance, have not ensured that all of the independent school standards have been met.
- Leaders' evaluation of how well the school is performing is overgenerous.
- The school's arrangements for safeguarding are not effective. Leaders have not made sure that their safeguarding policies meet statutory requirements and that safeguarding procedures promote the welfare of all pupils.
- Governance is not strong enough. Leaders have not been held to account for the many shortcomings in the school.
- Leaders are not doing enough to improve attendance for those pupils whose attendance remains low.
- The school's curriculum policy is not implemented effectively. Pupils are not able to study a broad range of subjects and important aspects of their cultural development are not properly addressed.
- Leaders have not had sufficient impact on ensuring that teaching is effective and leads to improved outcomes for pupils.
- The quality of teaching and learning require improvement. Teachers do not ensure that the work set for pupils is matched well enough to their needs, particularly the most able and pupils in key stage 3.
- Pupils do not achieve well enough overall. Not enough pupils are making consistently strong progress in English and mathematics.

The school has the following strengths

- The school's behaviour management system is effective. The behaviour of those pupils who attend regularly has improved. Pupils are respectful of each other. They are courteous and polite to teachers and visitors.
- Those pupils whose attendance is high make good gains in their personal development, confidence and self-esteem. Leaders have been successful in achieving their aim of helping these pupils to re-engage with learning.
- Pupils are proud of their school and value the support they are given. Those that attend regularly recognise the opportunity the school provides them to gain qualifications and personal skills that will help them with their future education, training and employment.
- Leaders and staff are committed to addressing weaknesses in order to improve the school.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Senior leaders and those responsible for governance should take urgent action to make sure that the school's arrangements for safeguarding are effective by ensuring that:
 - policies and procedures are fit for purpose, follow statutory guidelines and are followed rigorously by all staff
 - all leaders and staff complete the required safeguarding training without delay
 - records held by the school are robust and maintained in accordance with the school's safeguarding policy
 - leaders stop placing pupils on part-time timetables as soon as possible
 - all exclusions are correctly recorded and appropriate procedures are followed.
- Improve the impact of leadership and management on the quality of education and outcomes for pupils by ensuring that:
 - leaders' self-evaluation is based on a clear and realistic understanding of the strengths and weaknesses of the school, which enables leaders to identify and address appropriate improvement priorities
 - the curriculum offered by the school is matched to the needs and abilities of all pupils, and provides for human and social, and aesthetic and creative education
 - more is done to develop pupils' awareness of different cultures, major world faiths and an understanding of British institutions
 - leaders' analysis of attendance information is used to identify and implement ways to improve attendance, particularly for those pupils whose attendance remains low
 - all of the independent school standards are met.
- Improve the quality of teaching, learning and assessment so that pupils make consistently strong progress from their starting points, by ensuring that:
 - learning is sufficiently challenging and appropriately matched to the individual needs of pupils, especially those in key stage 3 and the most able
 - the school's assessment system includes robust baseline assessments, provides a reliable way of tracking individual pupils' progress and enables teachers to plan lessons that help pupils to learn well
 - leaders use the recently introduced appraisal system to carefully monitor the quality of teaching and learning and identify appropriate improvement targets for teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Senior leaders, including proprietors, have failed to ensure that safeguarding is effective. They have not ensured that the member of staff responsible for safeguarding has had up-to-date training and that the school's policies and procedures meet statutory requirements. This has resulted in gaps in record-keeping and pupils potentially being put at risk of harm.
- Leaders have not ensured that the school meets the independent school standards. There are many unmet standards relating to safeguarding, pupils' welfare, health and safety, and academic and personal development.
- Senior leaders do not carry out thorough monitoring and evaluation. They do not have an accurate view of the quality the school's provision and of the impact of that provision on outcomes for pupils. Consequently, they have not identified appropriate improvement priorities to ensure that the school improves quickly enough.
- Leaders are not doing enough to analyse the reasons for low attendance. Leaders have not identified ways of improving attendance for those pupils who do not attend regularly. Consequently, overall attendance is low and is not improving rapidly enough for too many pupils.
- The school's current curriculum does not take fully into account the abilities and needs of all pupils. For example, there are no mathematics or English schemes of work for pupils who are either in key stage 3 or working at that level. Consequently, pupils are not given work in these subjects that is appropriate to their needs.
- The curriculum offered is too narrow, particularly for pupils in key stage 3. It does not ensure that pupils receive their full entitlement to human and social, and aesthetic and creative education. Consequently, pupils do not develop as wide a range of skills, or the depth of knowledge, that they should. Pupils in key stage 4 can take up to a maximum of four GCSEs in English, mathematics, physical education (PE) and science. No further GCSE courses are offered.
- The curriculum is enhanced by off-site trips and visits, including recreational and team-building activities. However, these activities are rewards for pupils who have accrued the required level of positive behaviour points in a week, so are not open to all pupils. There are no additional extra-curricular activities or experiences.
- The curriculum does not adequately support pupils' spiritual, moral, social and cultural development. Pupils are not given enough opportunities to learn about different cultures or about the major world faiths. The scheme of work for personal, social, health and economic (PSHE) education does not show how pupils will be taught about the range of protected characteristics they are required to learn about. These weaknesses in the curriculum significantly narrow pupils' preparation for the opportunities, responsibilities and experience of life in modern British society.
- When the school's previous premises became unsafe, the headteacher took prompt action to secure new premises. She managed the move well to minimise the disruption to pupils' education. The school moved to its current premises in January 2018. However, these

premises are not fit for purpose because there are no showers or medical room and no outdoor space for pupils to use for recreation or physical exercise.

- The school has 43 pupils on its school roll, including eight pupils who are on a virtual timetable and are educated off-site. The school is therefore in breach of its Department for Education registration conditions, which state that the capacity for the school is 35 pupils.
- A mentor employed by the school supports the pupils on the school's virtual roll. Pupils receive a few hours of academic or pastoral support each week depending on their individual needs. These pupils are educated either in their own homes or in community premises such as a library or community centre. The long-term plan is for these pupils to attend the school. However, as the school is currently exceeding its capacity it is not clear how leaders intend to achieve this aim.
- The school has requested a material change to its current status. It has requested to increase its capacity to 50 pupils. There is sufficient teaching space within the premises to accommodate this number of pupils safely. However, as the premises do not currently meet all of the independent school standards, the school is unlikely to meet the relevant independent school standards if this material change is implemented.
- The school has also requested a change in age range from 11- to 16-year-olds to 11- to 19-year-olds. The planned new curriculum for 16- to 19-year-olds includes the offer of a range of vocational courses such as hairdressing and beauty, motor mechanics, plastering, bricklaying and business administration. Functional skills courses and GCSEs in English and mathematics would also be offered. The curriculum offer for 16- to 19-year-olds looks suitable in principle. However, as leaders have not demonstrated the capacity to deliver the statutory curriculum for pupils aged 11 to 16 they are currently unlikely to meet the relevant independent school standards if the material change is implemented.
- The premises would allow the 16- to 19-year-old students to be taught in a separate area of the school to the younger pupils. This area of the school has its own welfare facilities and entrance. As the premises do not currently meet all of the independent school standards, the school is unlikely to meet the relevant independent school standards if this material change is implemented.
- The current headteacher has started to make improvements, for example setting up an assessment framework and establishing a system of staff appraisal. However, it is too early to evaluate the impact of these actions on provision and outcomes for pupils.
- The headteacher has implemented an effective system of managing behaviour which is resulting in improvements to pupils' behaviour. This system is valued by the pupils.

Governance

- Governance is provided by the trustees of the school, who are also the proprietors.
- The trustees meet regularly to discuss the work of the school. However, the trustees have not had any involvement in the monitoring and evaluation of the school, so do not have a clear understanding of its strengths and weaknesses.
- The trustees do not hold the headteacher sufficiently to account for pupils' progress and have not checked that the school is meeting its statutory safeguarding requirements.

- The trustees share and support the headteacher's aim of transforming the lives of vulnerable young people. However, they have not done enough to ensure that the school fully meets this aim.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders and managers have failed to ensure that the school's safeguarding policies and practices meet statutory requirements and are rigorously followed by all staff. Record-keeping is not robust and staff training is not up to date.
- The school does not have a website. A safeguarding policy is available to parents and provided on request.
- Leaders do not follow the appropriate procedures for fixed-term exclusions, for example the school does not maintain a log of exclusions. Although the school has an exclusion policy which sets out the procedures that should be followed, this is not adhered to.
- Leaders do not record appropriately the arrangements for pupils who are placed on part-time timetables. Arrangements are informal and do not include a timed plan which sets out how pupils will be supported to return to full-time education. These informal arrangements potentially put pupils at risk when they are not attending school.
- Leaders work well with a wide range of other agencies to support pupils with child protection plans and their families. Records show that referrals made to the local children's safeguarding team are timely and enable appropriate support to be provided.
- Leaders have not addressed all of the recommendations made in the school's fire risk assessment carried out in November 2017. The school does not have a risk assessment policy; this is a requirement of the independent school standards. However, leaders do carry out appropriate risk assessments for all off-site activities.
- Leaders carry out all the required checks to ensure that staff are suitable to work with young people. These are recorded appropriately on the school's single central record.
- The school's complaints procedure is fully compliant with the requirements of the independent school standards.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not always have high enough expectations for pupils' learning. For example, when some pupils do not engage fully with the learning, this is not challenged by adults. This results in some pupils not completing the work set or producing work that is not of a high enough standard.
- Work is not consistently challenging for the most able pupils. This sometimes results in these pupils not making the rapid progress they are capable of making.
- Occasionally, learning is not appropriately matched to pupils' individual needs. This is particularly so for pupils in key stage 3. The lack of detailed curriculum plans and schemes of work does not enable teachers to plan effectively and ensure that pupils develop the basic skills they require in English and mathematics. This is hindering their progress.

- Teaching in key stage 4 is more effective than in key stage 3, particularly in mathematics and science. Teachers demonstrate good subject knowledge. Consequently, learning builds well on pupils' existing knowledge. For example, in a science lesson on global food security, pupils asked appropriate questions that helped them to deepen their own knowledge and understanding. They were able to apply this knowledge well when answering exam-style questions.
- Pupils are taught in small tutor groups. This enables teachers to provide appropriate support to pupils on an individual level ensuring that pupils gain a good understanding of the content of the lesson. Where teaching is effective, teachers are clear about individual pupils' next learning steps and use this knowledge to plan accordingly.
- Leaders have recently implemented a framework of assessment which allows an individual pupil's progress to be measured in English, mathematics and science. However, leaders have not yet established reliable methods of assessing pupils' basic skills in these areas when they join the school, or throughout key stage 3. The system does not yet provide a reliable measure of progress for all pupils.
- The headteacher has recently introduced a system of staff appraisal with the aim of monitoring teaching and learning in order to identify and provide bespoke training and support for staff. However, this system is still in its infancy and has not yet had a measurable impact on improving pupils' outcomes.
- Pastoral support for pupils is strong. Effective, mutually respectful relationships between staff and pupils result in pupils contributing confidently in lessons.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils are not safe because leaders have failed to ensure that all staff adhere to the school's agreed safeguarding procedures and practices. This potentially leaves pupils at risk of harm.
- Pupils' cultural understanding is not developed well enough. The curriculum does not provide opportunities for pupils to learn about the major world faiths. Consequently, while pupils are respectful of other faiths and cultures, their knowledge and understanding of these is limited. Pupils also demonstrate little knowledge and understanding of British institutions, for example the role of the government.
- Pupils are confident that bullying in school is rare and if it happened it would be very quickly dealt with. The school's bullying logs confirm this.
- Pupils have been taught about different ways to keep themselves safe and healthy. They have a good understanding of how to stay safe when using the internet and a developing understanding of the definition of and the range of different types of bullying.
- Pupils have a good awareness of the range of risks they face. They are well informed about potential risks and the importance of making healthy life choices.
- Staff know the pupils well and have a good understanding of their individual needs and the risks that they face. Pupils speak highly of the advice and support they are given by staff, including their keyworker.

- The school provides opportunities for pupils to learn how to be responsible citizens by providing opportunities for them to carry out voluntary work for their local community. For example, they took part in a local community litter pick, held a cake sale to raise money for Stand Up To Cancer and regularly donate food to local homeless organisations.
- Pupils are provided with impartial, effective careers education, information and guidance. Careers officers support the pupils to apply for college placements, apprenticeships or work placements. Pupils have high aspirations for their future education and careers.

Behaviour

- The behaviour of pupils requires improvement.
- The current whole-school attendance rate is 63%, which is significantly below the national figure. While a number of pupils have improved their attendance since starting at the school, there are still too many pupils with very low levels of attendance.
- Leaders have established an effective behaviour management system that supports pupils to take responsibility for their actions. Pupils are clear about the expectations for behaviour and value the rewards available to them.
- Pupils conduct themselves well in lessons and throughout the school day. They are polite and respectful towards each other, staff and visitors. Pupils listen to teachers and follow instructions quickly. As a result, the school is calm and orderly and lessons proceed without interruption.
- A significant number of pupils at the school have either been excluded from, or were at risk of exclusion from, their previous schools. Consequently, for those pupils who do attend the school regularly, this represents an improvement in their behaviour.
- Pupils are confident to say how their behaviour is better as a result of the positive relationships they have with teachers, the respect shown to them by adults in school and the care, support and guidance provided by teachers.
- Behaviour logs show that inappropriate behaviour is quickly and appropriately responded to. The number of inappropriate incidents of behaviour is decreasing over time. There are few examples of repeated poor behaviour by individual pupils.

Outcomes for pupils

Requires improvement

- Outcomes for pupils are not yet good because leaders are not able to demonstrate that pupils in all year groups make consistently strong progress from their starting points in English, mathematics and science.
- The progress of most-able pupils is not as strong as it might be because the work they are given is not always challenging enough. As a result, these pupils do not have enough opportunities to apply their learning, deepen their understanding and attain the standards of which they are capable.
- Pupils who require extra support do not make strong enough progress from their starting points. This is because the work they are given is not accurately matched to their ability. Pupils are not always supported well enough in lessons to ensure that they fully understand what they are learning.

- Pupils who have an education, health and care plan are well supported to achieve the targets on their individual education plans.
- Leaders do not monitor the academic progress of the pupils on the school's virtual roll.
- When pupils arrive at the school, many of them are disaffected and disengaged with education. For pupils who attend school regularly, the school is largely successful in helping these pupils overcome their previous negative attitudes to learning. Consequently, they make strong gains in their personal and social development.
- Nearly all of the current Year 11 pupils are taking GCSEs in English, mathematics, science and PE. As a result, by the time they leave the school in Year 11 these pupils are likely to be better prepared for the next stage of their education, employment or training. Nearly all leavers go on to local colleges to complete the qualifications necessary for them pursue their chosen career paths. The majority of the current Year 11 pupils have secured college placements or apprenticeships.
- Leaders have not been successful in ensuring that more pupils attend the school regularly. As a result, too many pupils on the school roll are not achieving as well as they could.

School details

Unique reference number	137819
DfE registration number	330/6010
Inspection number	10020898

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

Type of school	Other independent school
School category	Independent special school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	43 including 7 on virtual roll
Number of part-time pupils	3
Proprietor	City United Limited
Chair	Janette Plummer
Headteacher	Sandra Jones
Annual fees (day pupils)	£6,500 to £40,000
Telephone number	07753 196 453
Website	N/A
Email address	sandra.jones@cityunited.org
Date of previous inspection	11–12 December 2012

Information about this school

- City United Academy is run by the City United Ltd charitable foundation, who are the proprietors of the school.
- The school provides education for pupils between the ages of 11 and 16 and is registered by the Department for Education (DfE) to accommodate up to 35 pupils. It moved to new premises in Edward Street Birmingham, West Midlands in January 2018. The school does not use any other premises.
- Pupils are referred to the school by the local authority and local secondary schools. There are currently 43 pupils on roll, including pupils that are educated off site, either at home

or in community buildings. A small number of pupils are dual registered with their referrer school.

- Since the previous inspection, there has been a change of headteacher. The current headteacher has been in post since April 2016.
- Pupils attending City United Academy typically have a range of social and emotional difficulties and many have been excluded or are at risk of exclusion from their previous setting. A minority of pupils have an education, health and care plan.
- The school aims to address the individual social, emotional and learning needs of its young people by developing their self-esteem and teaching them to make appropriate choices to enable them to reintegrate into school or continue on into further education and employment.
- The school does not use any alternative providers.
- The school was first registered by the DfE in January 2012.
- It was last inspected in December 2012 when it was judged to be good.

Information about this inspection

- This inspection was carried out by one inspector over three days.
- The DfE requested that as part of the inspection the inspector also consider the school's application to make a material change to its registration to increase its capacity and extend the age range of pupils to include 16- to 19-year-olds.
- The inspector observed teaching and learning across the curriculum and looked at pupils' work in English and mathematics. The observations were carried out jointly with the school's headteacher.
- The inspector looked at the school's own assessment information for pupils.
- Meetings were held with the headteacher, the school's designated safeguarding lead and a representative from the school's trustee board. The inspector also spoke with a group of pupils.
- Questionnaires submitted by eight members of staff were scrutinised.
- The views of parents were gathered by speaking to parents. No parents completed Ofsted's Parent View survey.
- A wide range of documents and policies were looked at, including health and safety checks, records of observations of teaching, safeguarding documentation and records of attendance.
- A check of the premises, including the facilities provided for pupils, was also carried out.

Inspection team

Janet Satchwell, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if—
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work—
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(d) personal, social, health and economic education which—
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(g) demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public

institutions and services in England;

- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that—
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that—
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—
 - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and
 - 29(1)(b) pupils to play outside.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the

proprietor ensures that persons with leadership and management responsibilities at the school—

- 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- 34(1)(c) actively promote the well-being of pupils.

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