

Malbank School and Sixth Form College

Welsh Row, Nantwich, Cheshire CW5 5HD

Inspection dates 24 and 26 November 2015

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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher are highly skilled and experienced; capacity to improve the school further is strong.
- Senior leaders have driven improvements in the quality of teaching and learning; consequently, pupils' progress is now growing in strength.
- New leadership and improved school systems have a positive impact on pupils' progress.
- Teachers have good subject knowledge; pupils are engaged and enjoy their learning. Pupils behave well and they make good progress.
- The proportion of pupils making at least expected progress in English and mathematics across the school is good.
- Extra funding for disadvantaged pupils is used effectively to raise outcomes for eligible pupils.
- Disabled pupils and those who have special educational needs are well supported and achieve well.
- The most-able pupils make good progress overall.
- The sixth form provides a good education for learners between the ages of 16 and 19.
- Governors are proactive and challenging, both supporting the school and holding it to account.
- Harmonious relationships exist between pupils, and between pupils and staff. Attendance is good, reflecting pupils' enjoyment.
- The spiritual, moral, social and cultural education of pupils is rich and varied across the school; pupils' experiences and opportunities effectively promote their positive attitudes.
- Pupils' careers advice is good across all key stages; virtually all pupils proceed into further education, training or employment when they leave school.
- The school is rigorous in keeping all pupils safe. Pupils are well cared for.
- Pupils entering the school with low levels of literacy and numeracy skills receive well-structured and organised support.

It is not yet an outstanding school because

- Disadvantaged pupils' progress is improving but the gap between their achievement and that of others in the school is not narrow enough.
- Boys' achievement is not strong enough.
- A small number of teachers do not insist that pupils produce written work of a high standard and do not always plan work that captures pupils' interest.
- A few pupils are persistently absent from school.
- A few teachers do not consistently apply the school's marking policy to a high standard.

Full report

What does the school need to do to improve further?

- Improve teaching so that pupils make the most rapid progress possible, particularly in mathematics and science by:
 - ensuring that all teachers have the same high expectations of written work as demonstrated in high-performing subjects within the school
 - ensuring that all teachers provide work and resources in lessons in order to generate a greater interest and thirst for learning
 - ensuring that all teachers consistently apply the school's marking policy.
- Further improve the progress made by disadvantaged pupils so that they do as well as their peers in school and nationally.
- Raise the attainment of boys to match levels currently attained by girls.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and deputy headteacher lead the school well. They are driven in their quest to provide high-quality teaching and learning for all pupils in their care. They share a pursuit to provide all pupils with the best possible opportunities. Both leaders are caring and highly experienced; they have an internal compass for school improvement. The vast majority of staff agree that the school is well led.
- There have been significant staff changes since the last inspection and the headteacher and deputy headteacher have skilfully re-built a close knit, determined and knowledgeable middle and senior leadership team. All leaders focus relentlessly on improving progress and skills for all pupils in their care. The headteacher invests heavily in developing staff skills and in building capacity across the school to improve pupils' outcomes. For example, teachers' participation in Master of Education programmes and the gaining of professional qualifications are strongly encouraged.
- Senior leaders have a good understanding of performance across the school. Well-structured systems to regularly check the quality of teaching and pupils' progress and performance are embedded across the school. Senior leaders are reflective, and annually review and adapt school systems; they are not afraid to be adventurous when introducing new monitoring systems. For example, parents access online information instantly regarding pupils' progress, attendance and behaviour, thus improving parental involvement in children's learning.
- Pupils are progressing more rapidly because senior leaders have their fingers on the pulse of learning in the school. Senior leaders regularly conduct lesson observations, view pupils' work in books and have a structured programme of departmental reviews through which they identify strengths and areas for development. Senior leaders also gather pupils' views and provide appropriate support; senior leaders host a pupils' forum and also offer annual individual meetings with all pupils.
- Senior leaders have a secure understanding of the school's strengths and areas for development. They are under no illusions about the challenges that they face and have taken decisive action to deal with weaknesses in teaching within mathematics and science. These actions have led to improvements in the quality of education pupils receive. All middle leaders rigorously assess the work of their departments and their action plans are reviewed termly by senior leaders. External links with outstanding schools have been forged to improve mathematics teaching. Inspectors agreed with senior leaders' evaluations of teaching and learning.
- Middle leadership is strong, new appointments in science and English have sharpened teaching and learning and improved pupils' understanding. Middle leaders for English, mathematics and science meet regularly to share good practice; there is a relentless focus on improving pupils' progress. All middle leaders are well supported by their assigned senior leaders for guidance and support, and they make meticulous checks against school's performance targets.
- The new leader of the English department has made sweeping improvements in the quality of teaching and learning and has raised pupils' expectations. The department is now a hub of good practice, and pupils' attainment and achievement are strong. The new leader in science is making improvements, but has had less time than their colleague in the English department to rapidly improve pupils' achievement. Consequently, improvements in science are not as well developed as those seen in English.
- Senior leaders understand how to improve the quality of teaching, learning and assessment; teachers access well-organised, good quality, personalised training. Senior leaders coach developing teachers, providing challenge and support with appropriate pathways for improvement. Nearly all staff who responded to the Ofsted questionnaire were positive about the professional development that they receive. However, innovation and risk taking in approaches to teaching and learning are not thriving across the school. Consequently, pupils' thirst for learning is not always visible in lessons.
- The curriculum is broad and balanced for the needs of all pupils. The range of subjects on offer at Key Stage 4 mean that pupils are usually able to study their preferred choices. As a result, pupils are motivated to achieve well. Vocational subjects are available for some pupils and strong apprenticeship links exist with a local labour market provider. The school identifies Year 7 pupils who need additional support for English and mathematics swiftly; pupils are grouped together and follow a specific 'nurture' curriculum, which meets their needs and boosts their progress in English and mathematics.
- Extra funding for disadvantaged pupils is being used effectively to raise outcomes for eligible pupils. Leaders ensure high-quality, personalised support is provided for these pupils to meet their individual educational, social and emotional needs. For example, learning support assistants are used in English, mathematics and science to provide personalised and individual support. This approach is having a positive effect on the progress of disadvantaged pupils at Key Stage 3 and at Key Stage 4.

- Senior leaders evaluate teachers' success in raising the achievement of all groups of pupils and this is closely linked to pay progression.
- The local authority has maintained a very positive relationship with the school and supports leaders and the governing body well. The local authority is aware of local changes that impact on the school's intake. The school is not full, the number of local authority pupils' places is high in comparison to birth rate. Consequently, there is a rising number of pupils arriving after Year 7 from other schools far and wide.
- The school places great emphasis on teaching pupils of all ages about British values and life in modern Britain. For example, the 'Remembrance Day' event is highly regarded by many pupils and develops a good understanding and appreciation of the sacrifices made by others and of the social and moral aspects of war. The school raises pupils' awareness of the potential dangers of extremism and radicalisation, and encourages pupils to think positively about the values in other faiths and cultures.
- The school accesses the support of the philanthropic charity trust 'Nantwich and Acton Grammar School Foundation'. Some current and former pupils apply for funding to broaden their horizons and educational experiences.
- **The governance of the school:**
 - The governing body knows the school well. Governors have a good range of skills and experiences to carry out their statutory responsibilities effectively.
 - Governors support senior leaders in their work to improve the school. However, they also provide an appropriate degree of challenge and hold senior leaders to account for the progress they are making against the school development plans.
 - Governors have supported the headteacher in seeking and accessing additional support to ensure that the mathematics provision and pupils' progress continues to improve.
 - Individual governors are linked to subject departments. In this role they act as 'critical friends' with the intention of maximising the impact that the work of the department has on pupils' outcomes.
 - Governors are serious about their role and recently commissioned a review of the pupil premium spending to ensure that funding is having sufficient impact on the pupils it is intended to support.
- The arrangements for safeguarding are effective. The school's safeguarding arrangements meet statutory requirements. Staff check attendance closely and effectively monitor the welfare of all pupils. Staff are alert to any risks and act swiftly to pass on any concerns they may have; record-keeping and the suitability of actions are appropriate. The school provides high-quality safeguarding information and guidance to pupils through planned curriculum time and assemblies. Leaders also keep parents well informed about current issues. For example, recent communication to parents included information on child sexual exploitation.

Quality of teaching, learning and assessment is good

- Pupils benefit from good teaching. Lessons are generally well planned to engage pupils in purposeful learning activities.
- The quality of teaching, learning and assessment is good. Teachers improve their craft and skills through a variety of outlets made available by senior leaders. For example, the school uses the benefits of being a member of a local teaching school alliance. The school also uses teaching and learning briefings to share good practice among staff and to improve learning in the classroom. Training provided is linked to school improvement plans and teachers' personal professional development.
- In lessons, pupils enjoy their learning, behaviour is positive and pupils make good progress. Teachers work hard to form good relationships with pupils; they understand the barriers to learning that pupils might have, and help them to overcome these.
- Pupils at risk of underachieving are identified quickly by progress managers and middle leaders across the school. Progress managers liaise frequently and at appropriate assessment points with subject leaders. Consequently, the support provided for identified pupils is effective; pupils make gains in knowledge and understanding.
- Leaders provide clear direction on how teachers can improve their own teaching. Good practice is shared across the school through meetings, coaching, observations and regular teaching and learning briefings.
- The library is used to support learning; pupils are encouraged to read books in form time that appeal to their interests. Reading boxes, which include books to interest boys, are used to develop pupils' literacy skills and encourage their reading. Pupils complete reading checks every year; the majority of pupils make good progress with their reading and staff use this to inform their future learning plans.
- Disabled pupils and those who have special educational needs are well supported, both in class and in

extra timetabled sessions. Younger pupils with weaker attainment on entry are provided with additional English and mathematics support through a successful small-group approach built into the curriculum.

- Teachers show good subject knowledge and enthusiasm for their subjects. This secures pupils' interest in the activities provided, extending pupils' knowledge and increasing understanding. Although teaching is good, it is not yet outstanding. This is because some inconsistencies of teachers' expectations remain. Occasionally, pupils do not have enough inspiring, challenging and well-planned lessons. This prevents pupils' full enjoyment and does not enable them to make the maximum progress of which they are capable in lessons. Historically, teaching in mathematics and science has not been as strong as in the rest of the school, but rapid improvements are evident in both of these subjects as a consequence of strong leadership.
- Some teachers do not follow the school's marking policy rigorously and written comments in books are not always sharply focused. Consequently, opportunities for pupils to learn from their mistakes, and for teachers to plan next steps for learning, are missed.
- When teachers' expectations of pupils are high, pupils take care over their written work and are keen to learn. However, a small number of teachers do not have high expectations for all pupils.
- Pupils feel comfortable in lessons; they are keen to contribute and learn from mistakes. In English, high-quality displays of pupils' work boost self-esteem and contribute to their learning. In science and mathematics, the classroom environment is well developed. However, these subjects are not well resourced. The lack of resources, such as equipment to exemplify scientific or mathematical concepts, can affect learning, and pupils' progress can sometimes suffer.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders promote harmonious relationships between pupils and staff. Opportunities for pupils' spiritual, moral, social and cultural development are strongly woven across the school's curriculum and are also driven through a specific timetable, which supports personal health and social education.
- Pupils are encouraged to think of others: each form raises funds for charity and pupils in the sixth form organise an annual charity fundraising day.
- The school's work to keep pupils safe and secure is effective and meets statutory requirements. There is rigorous checking of visitors to the school and all staff undergo strict vetting procedures. Leaders ensure that staff are suitably trained in safeguarding practices and procedures. For example, all teachers have received training and have increased their knowledge on how to safeguard pupils from the threat of terrorism and radicalisation.
- Arrangements for first aid are in place and school activities are effectively risk assessed.
- In addition to classroom subjects, pupils told inspectors how much they enjoy the range of clubs and experiences that were available. They spoke enthusiastically about the 'Doctor Who' club and involvement in school productions, including 'Alice In Wonderland'. All pupils have the opportunity to take part in school events. Pupils get on very well with each other and with staff. There is no discrimination.
- Those pupils spoken to say that bullying is not a problem in the school; however, should it occur, they are confident that it would be sorted out by teachers. Senior leaders have taken a proactive stance to eradicate bullying, for example, the use of anti-bullying ambassadors and the open discussions among pupils during curriculum time. Year 7 pupils are supported by a group of volunteer pupils in Year 10. Consequently, pupils' transition is smooth and anxiety is lessened during the first term.
- Progress managers work effectively to support the personal welfare of pupils; effective partnerships with other services are used well.

Behaviour

- The behaviour of pupils is good.
- Pupils are welcoming, helpful and frequently polite and courteous to staff, visitors and each other. Pupils conduct themselves well around the school. They get on well together, wear their uniform smartly and treat their learning environment with respect.
- Social time supervisors, 'red coats', liaise with the pastoral team over any concerns that occur during breaktimes. The supervisors are well respected and provide pupils with an additional layer of safety and security. Supervisors communicate frequently with leaders, and, consequently, leaders have a strong and accurate view of pupils' behaviour.

- The majority of pupils display a sensible attitude to learning and this has a positive impact on their progress in lessons. Pupils' behaviour and positive attitudes are a result of the school's robust structures for managing pupils' behaviour. As a result, fixed-term exclusions are in decline and the numbers of pupils who are excluded from lessons because of poor behaviour have dramatically reduced.
- Attendance is good, reflecting pupils' enjoyment. Progress managers prioritise attendance across the school and regularly discuss developments with senior leaders. As a consequence, attendance for pupils who have special educational needs or who are disadvantaged has improved. A small number of pupils are persistently absent from school, although this figure has fallen.
- The school has excellent communications systems with alternative providers. Any absence is reported promptly, enabling the school to quickly check with parents. The progress, attendance and behaviour of pupils attending alternative provision are evaluated frequently and accurately.

Outcomes for pupils

are good

- In 2015, the proportion of pupils who attained 5 GCSE grades at A* to C, including English and mathematics, was above the national average. Attainment in English was significantly above national figure. However, whole school successes are masked by a cohort that includes an untypically high number of pupils who joined the school at a later stage in their secondary schooling.
- The proportion of pupils making at least expected progress in English was high, while mathematics at Key Stage 4 was broadly average in 2015. Unvalidated results provided by the school for 2015 show an overall upward trajectory, with successes across several subjects, and even higher attainment targeted for pupils in the summer GCSE results for 2016.
- The most-able pupils make good progress overall. A large number of subjects across the school attained results above the national figures for pupils gaining grades A and A*. For example, art, electronics, English language, ICT, computing, physical education, additional mathematics and media. In-school information shows that more pupils than before are now on track to meet challenging targets.
- The school has worked hard and successfully to improve pupils' progress and raise their attainment across a wide range of subjects. Changes to middle and senior leadership, combined with a stronger emphasis on improving teachers' classroom skills, have improved pupils' progress. Consequently, more pupils in Years 7 to 11 are now on track to leave Year 11 much better equipped for their next steps in learning.
- Those pupils entering the school with low literacy and numeracy skills receive well-structured and organised support, which enables them to effectively improve their reading, writing and numeracy quickly. Consequently, pupils have strong foundations for future success.
- Pupils with disabilities and special educational needs are well supported and most are working at or beyond expectations across Years 7 to 11. Attainment and achievement for pupils with disabilities and special educational needs was good in 2015.
- Senior leaders ensure that progress for younger pupils at Key Stage 3 is a priority; they are keen to ensure that these years are not wasted. Consequently, many more pupils than before are on track to make expected progress.
- Attainment and achievement in mathematics and science were not high enough in 2015 but, pupils' progress in Years 7 to 11 are now stronger. This is due to changes in leadership and sharpened school support to improve standards.
- Disadvantaged pupils are well known by all staff. Senior leaders ensure that all teachers monitor the progress of disadvantaged pupils closely and intervene should any underachievement be apparent. A wide range of effective personalised support is accessible for these pupils. Disadvantaged pupils are making better progress than previous years. However, the gap between their progress and that of their peers nationally and within the school is not yet narrowing quickly enough. Senior leaders rise to the challenge of the high number of pupils who join the school at a later stage in their secondary schooling. Some pupils have a range of personal, emotional and behavioural needs, which the school helps them to overcome; however, the good work and pursuit of progress for all pupils is not always accurately reflected in the validated school information.
- Senior leaders set pupils challenging and demanding targets. From their starting points, pupils make good progress in English, mathematics and science at Key Stage 3. Across most subjects and year groups, pupils are now making better progress. However, there are gaps in attainment between boys and girls, and some boys underperform. Gaps between girls and boys are narrowing but remain a priority for the school.
- Good careers advice is provided and this is reflected in the number of pupils gaining university places and

in the number of those who also gain employment or training. Advice and guidance processes for pupils are thorough and lead to very few pathway changes.

16 to 19 study programmes

are good

- This is a good sixth form; learners' achievement is good. The head of sixth form is dynamic and devoted to academic success for all learners. He has a strong grasp of the quality of learning that takes place among learners. This is because the same rigorous monitoring systems for achievement and attendance seen at Key Stage 4 are mirrored and developed at Key Stage 5.
- The small sixth form provides a safe environment in which expectations placed on learners are high. Learners are happy and they attend well. Facilities available for learners are good, teachers provide regular support and access to quiet study. Staff communicate with learners well, use of new technologies to exchange information and increase learner interaction are well established. For example, the use of phone applications to record homework, and virtual calendars to remind learners of events, promote the importance of organisation and independent study.
- The school's arrangements for academic tracking and personal tutoring of learners are strong. For example, learners are provided with personal study mentors, with whom they meet regularly to provide pastoral and academic support. Learners expressed to inspectors the value of this personal interaction and support.
- In 2015, learners' attainment in AS level and A level qualifications was in line with national figures. Retention rates on courses are strong. There has been a rise in the number of learners gaining A level grades A* to B and grades A* to C in 2015. Gaps between the achievement of disadvantaged learners and other learners nationally have almost closed. Learners are very well supported to achieve their potential, whatever their capabilities or ambitions. Overall sixth form outcomes meet the national 16 to 19 interim minimum standards.
- Very few learners join the sixth form without a GCSE grade C or above in English and mathematics. The school provides appropriate support and opportunities for these learners to gain this qualification quickly.
- The sixth form tailors its curriculum to learners' demands and abilities. Curriculum courses are wide and varied to suit the aptitudes and interests of the learners, with well-established and successful A level qualifications offered.
- The advice and support given to learners on entry to the sixth form is strong, as is the advice that learners receive in preparation for life beyond the sixth form: university, further training or employment. The school's records show very few learners are not in education, training or employment after their time in the sixth form. The school is committed to developing learners' understanding of the world of work. All learners take part in quality work experience during Year 12. The school enables learners to make successful university aspirations; leaders work closely with university participation programmes. The school has an excellent record of learners' university success, including entry to the country's top universities.
- Sixth form learners are proud to take an active part in school life and are encouraged to broaden their horizons and reflect on how their skills can benefit people other than themselves. For example, some learners volunteer their time to support learners' learning in Key Stage 3 classes.
- A comprehensive programme is in place to develop learners' spiritual, moral, social and cultural development. For example, learners are provided with information and guidance on varied issues, including anger management and self control, coping with exam stress, and also for the organisation of finances and writing a personal statement and curriculum vitae.

School details

Unique reference number	111419
Local authority	Cheshire East
Inspection number	10000787

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,042
Of which, number on roll in 16 to 19 study programmes	146
Appropriate authority	The governing body
Chair	Geoff Watts
Headteacher	Jeannette Walker
Telephone number	01270 611009
Website	www.malbank.com
Email address	admin@malbank.cheshire.sch.uk
Date of previous inspection	12 September 2011

Information about this school

- The school is a larger than average-sized 11–18 comprehensive secondary school.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. Pupil premium funding is additional government funding for pupils who are known to be eligible for free school meals, and those who are looked after by the local authority.
- Pupils are predominantly of White British heritage. The school population includes small numbers of pupils from a range of other heritages.
- The proportion of disabled pupils and those who have special educational needs is slightly above the national average.
- A high number of pupils enter the school at times other than the normal starting point.
- The school meets 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 11.
- A small number of pupils in Years 10 and 11 are educated at Reaseheath College for one day a week, and follow accredited vocational courses. The school also provides a very small number of work placements matched to pupils' needs and supporting next steps for education.
- There have been significant changes in staffing since the previous inspection.
- The school has a number of awards from external assessors of the school: Inclusion Quality Mark, Healthy Schools, Artsmark Gold, Sport England Sportsmark, Parental Engagement Gold Award and the Investors in Careers accreditation.

Information about this inspection

- Inspectors observed teaching and learning in most subjects and all year groups, including eight lesson observations that were undertaken jointly with senior and middle leaders. A learning walk to observe teaching and learning was also conducted by an inspector.
- Meetings took place with the headteacher, senior and middle leaders, an officer from the local authority, the governing body and groups of pupils from Years 7 to 13. Meetings were also held with newly qualified teachers and those undertaking training at the school.
- Inspectors observed pupils' behaviour at break- and lunchtimes and in the canteen. Informal discussions were held with pupils around the school to gather their views about behaviour and learning.
- Inspectors viewed registration periods, an assembly and reading support sessions.
- Inspectors scrutinised the work in some pupils' books in lessons observed during the inspection.
- A further scrutiny of work was undertaken in which inspectors sampled pupils' work across a range of subjects in Years 8 and 11.
- Inspectors looked at a range of documentation, including the school's self-evaluation and school improvement plans, school financial plans, information relating to teachers' appraisal, information about pupils' attainment and progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account the 60 responses to the online questionnaire (Parent View), along with 63 responses to the online staff questionnaire and 25 responses to the online pupils' questionnaire. Inspectors also took into account several parent responses made directly to Ofsted and parental feedback collected over time by the school.

Inspection team

Dawn Platt, Lead Inspector	Her Majesty's Inspector
Charles Lowry	Her Majesty's Inspector
Sally Kenyon	Her Majesty's Inspector
Claire Hollister	Ofsted Inspector
Tim Gartside	Ofsted Inspector
Linda Foley	Ofsted Inspector
Steven Caldecott	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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

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