

Buckswood School

Broomham Hall, Rye Road, Guestling, Hastings, East Sussex TN35 4LT

Inspection dates

5–7 June 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Sixth form provision	Good
Overall experiences and progress of children and young people in the boarding provision	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not kept enough oversight of arrangements to ensure that boarding accommodation is safe.
- The school does not meet the independent school standards and the national minimum standards for boarding schools.
- Leadership responsibilities are not clear enough. Links between education and boarding are limited. Consequently, staff are not held to account rigorously.
- Some teachers do not have high enough expectations of what pupils can achieve.
- There is not enough support in place for pupils who have special educational needs (SEN) and/or disabilities. Pupils' needs are not identified correctly.
- Teaching is not yet good and this hinders pupils' achievement. Leaders are continuing to address previous weaknesses.
- In some lessons, teachers do not give pupils enough opportunities to practise what they have learned.
- Leaders have not ensured that pupils always receive lessons in personal, social and health education.

The school has the following strengths

- The co-principals have taken decisive action and pertinent advice to secure vital improvements to the school. Safeguarding is now effective.
- Pupils' personal development, behaviour and welfare is good. Leaders have rightly prioritised this aspect of their work to make improvements.
- The sixth form is good. Students achieve well.

Compliance with regulatory requirements and national minimum standards for boarding schools

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

Full report

What does the school need to do to improve further?

- Strengthen leadership and management by:
 - ensuring that leaders have rigorous and robust oversight of health and safety requirements in the boarding houses
 - reviewing arrangements for leadership so that responsibilities are clear, with stronger links between education and boarding staff, and staff are held fully to account
 - identifying accurately pupils who have SEN and/or disabilities to ensure that effective provision improves their outcomes
 - ensuring that leaders and teachers effectively check the progress that different groups of pupils make and address underachievement where necessary
 - implementing in full the curriculum for personal, social and health education (PSHE).
- Improve teaching across the school and secure good outcomes for all groups of pupils by ensuring that:
 - teachers have high expectations for all pupils
 - tasks match pupils' different learning needs, including lower-attaining pupils and those who have SEN and/or disabilities
 - pupils have enough opportunities to practise what they have learned.
- Improve leaders' analysis and evaluation of the impact of support provided for boarders and the training for the boarding staff on pupils' welfare.
- Ensure that any disciplinary warnings for staff are in writing, giving clear reasons for the decision taken and the length of time a warning will be held on their file.
- Develop a depth and breadth of knowledge and skills across the leadership and management of the boarding provision.
- Ensure that individual welfare plans for boarders are in place, when necessary, to provide guidance for all staff on the specific support required to promote their welfare, well-being and development.
- The school must meet the independent school standards and national minimum standards for boarding schools, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management	Requires improvement
The effectiveness of leaders and managers in the boarding provision	Requires improvement
How well children and young people are helped and protected in the boarding provision	Requires improvement

- The new co-principals have established a culture of sustained development and collaboration. Staff at all levels are responding to this challenge and implementing changes to improve outcomes and experiences for pupils. As a result, the school has improved since the last inspection. The school is now meeting more of the independent school standards and national minimum standards for boarding schools than previously.
- Leaders have not given enough attention to safety requirements in the boarding houses. Some safety matters, such as inadequate means of escape in the event of a fire in the proximity of a boarder's bedroom, have gone unnoticed. Risk assessments have not been robust in identifying the potential risks to boarders. Consequently, some boarders have been placed at risk of serious harm. Immediate and decisive action was taken by leaders during the inspection to remedy the situation.
- Leaders' responsibilities are not clear enough. Limited leadership links exist between education and boarding staff. This means that sometimes actions are not completed, or tasks are completed more than once. Often, staff are not held to account with rigour.
- The leader of boarding is not providing the necessary level of oversight across all aspects of boarding to promote boarders' safety and welfare. The leader of boarding lacks the necessary depth and breadth of knowledge and skills to guide the boarding staff team to provide high-quality care and meet the individual needs of the boarders.
- Pupils who have SEN and/or disabilities do not receive effective learning support across the school. The new leader for SEN has introduced some helpful extra lessons for some pupils, but recognises that more can be done. Currently, staff are not clear enough about what pupils' needs are or how they can help them. Welfare plans for boarders requiring support, which identify the specific assistance they need with detailed action and timescales to direct the staff, are not in place.
- The assessment system does not provide leaders or teachers with enough information about the achievement of different groups of pupils. Therefore, leaders cannot identify the impact of their work on meeting the different needs of pupils and, where necessary, make changes to accelerate their learning.
- Teachers do not teach PSHE as much as leaders expect. Leaders have not ensured that all teachers deliver this important learning. Some pupils told inspectors that these lessons do not always take place. As a result, they sometimes miss out on acquiring valuable knowledge.
- There is a sharper focus than previously from leaders on ensuring that boarding staff provide boarders with effective help and support. However, leaders are not analysing and evaluating the effectiveness of this support sufficiently.
- Leadership has developed since the last progress monitoring inspection. The co-principals

and senior leaders have acted on valuable advice, from appropriate advisers, and made positive, measured changes to the school. For example, leaders have rightly prioritised improvements in safeguarding and the management of pupils' behaviour and incidents of bullying so that these standards are now met. Leaders have an appropriate action plan in place to help them meet standards that are still unmet.

- The curriculum provides pupils with access to a broad range of subjects. For example, pupils are able to learn many languages, such as German, Chinese and Italian. Opportunities for careers education are woven into the curriculum for all ages. The wide range of extra-curricular activities enables pupils to deepen their learning in areas of personal interest.
- Pupils' social, moral, spiritual and cultural development and British values are promoted well throughout the curriculum. Learning about other cultures and comparing them with life in Britain is a particular strength. Staff ensure that pupils learn from each other in this international school community. Pupils told inspectors that they particularly enjoyed Chinese New Year celebrations.
- The leader of English as an additional language has provided important training so that teachers support this sizeable group of pupils effectively. Teachers now make use of detailed assessments of pupils' language proficiency to adapt their lessons to meet pupils' needs better. Work in pupils' books shows that these pupils make good progress.
- Most parents and carers who responded to Parent View, Ofsted's online questionnaire, would recommend the school. They value the variety of activities available to their children, such as the 'maths society', as well as the 'multi-cultural feel'.

Governance

- The proprietor has ensured that an effective governance structure is in place. Members of the advisory board are ambitious for the school. They have relevant skills and expertise. This has enabled members to develop a system to hold senior leaders to account. The board checks the progress that leaders are making against the school's action plan.
- Board members play an active role in improving the school. They draw wisely on the feedback of external advisers to help review their progress to date and identify appropriate developments with senior leaders. For example, members have rightly recognised that minutes of board meetings do not demonstrate well enough how they challenge senior leaders. They have started to address this.

Safeguarding

- The arrangements for safeguarding are effective.
- The experienced designated safeguarding leader (DSL) has focused on embedding a culture of safeguarding pupils. As a result, staff now have an understanding of their responsibilities in protecting pupils and promoting their welfare. Leaders are aware of the importance of continuing to support a whole-school approach to safeguarding through robust oversight of safeguarding practice. This includes scrutiny by the advisory board.
- Effective arrangements for internet safety protect pupils. Senior leaders and the DSL are alerted promptly when pupils or staff access inappropriate material. They respond appropriately. When necessary, they liaise with the local authority designated officer and

take disciplinary action.

- There has been a notable improvement in the way leaders manage complaints. There is greater clarity in identifying formal and informal complaints, the action taken and the outcome of the complaint. Pupils are aware of who to contact when they have concerns.
- There is now increased focus on pupils who go missing. Additional safeguards support pupils who go missing from school and boarding, thus safeguarding them and promoting their welfare. Learning from incidents when pupils have been missing has led to tighter controls around travel arrangements, including greater vigilance of individual travel plans and the use of taxis, with increased oversight from senior leaders. Staff have undertaken further training and leaders have updated the procedures for managing such an incident. Where staff have failed to follow procedures, leaders have taken appropriate action, showing their determination to safeguard boarders.
- Leaders have increased their oversight and monitoring of safeguarding matters. Key strategic and operational leaders attend meetings to discuss welfare and behaviour matters. This enables them to have prompt information and initiate rapid action to safeguard pupils. The DSL provides regular reports to leaders, but these reports are not sufficiently detailed to enable leaders to evaluate the effectiveness of the support provided for individual pupils.
- The safeguarding policy meets current requirements and is published on the school's website. This sets out clear guidance for staff. Staff also receive training in response to emerging safeguarding issues to ensure that they have the knowledge, understanding and awareness to protect pupils. However, leaders are not evaluating the effectiveness of the training in promoting the welfare of pupils.
- Overall, leaders have improved the identification of risks to pupils and the management of these risks. For example, the management of allegations against staff and the management of staff conduct have improved. However, the quality and depth of the investigation into such matters are variable. Leaders are not following up disciplinary warnings to staff in writing, with clear reasons for the decisions taken and the length of time a warning will be held on file.
- There is evidence of support being made available to help pupils to become increasingly safe. This includes prompt action when pupils disclose abuse, bullying and harassment. However, analysis of the effectiveness of the impact of help and support is not yet embedded.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is not yet consistently good around the school. Therefore, not enough pupils are achieving well and making the progress expected of them.
- Some teachers do not provide activities suitable for pupils' varying abilities. This is particularly the case both for those lower-ability pupils and for pupils who have SEN and/or disabilities. Not all teachers understand well enough how to meet the needs of these pupils and enable them to make as much progress as their classmates.
- Teachers' expectations of what pupils can achieve are not always high enough. This reduces learning. Exercise books show that pupils complete work to varying standards.

Sometimes, the work is too easy, particularly in geography and mathematics.

- Sometimes, pupils do not get sufficient opportunities to practise what they have learned. Consequently, pupils make less progress than they should.
- Teachers promote pupils' curiosity and knowledge very well on occasion. For example, in a Year 8 music lesson, teachers used a rousing demonstration of the bagpipes to encourage pupils to think about what makes wind instruments work. Pupils responded with sensible questions based on related prior knowledge.
- Rightly, most teachers place a strong emphasis on expanding pupils' understanding and use of vocabulary. This is of benefit to all pupils, especially those who speak English as an additional language. In an English language lesson, the teacher used a range of effective techniques to introduce pupils to new technical words, such as 'obesity', and everyday phrases, such as 'bang on the money'. Pupils were then able to read and talk about healthy eating with greater fluency.
- Some teachers make regular checks on pupils' learning during lessons and use this well to adapt their teaching. For example, in a geography lesson, the teacher asked pupils to describe continents of the world that have a temperate climate. Through careful observation, she noticed that pupils did not have enough knowledge to complete the task and changed her approach astutely to address this.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- One of the aims of Buckswood School is to build each pupil's individual strengths. Pupils, parents and staff value the wide range of opportunities that the school provides, such as helicopter lessons and rock climbing. One parent said, 'The staff have encouraged my son, who hated sport, to discover a love of golf.' Around the school, pupils are confident, happy and busy.
- Records show that leaders take firm and decisive action to address rare incidents of bullying. There are new, clear systems in place and pupils say that they know that staff will support them if they have a problem.
- In lessons and in the boarding houses, staff promote pupils' personal development well. This enables pupils to develop a mature attitude to learning. For example, an English teacher took great care in helping a few younger pupils to organise themselves better.
- There is a clear PSHE curriculum to enable pupils to learn how to keep safe and healthy. However, teachers do not always ensure that these lessons take place as often as leaders expect. This reduces the opportunities for some pupils to acquire this important knowledge.

Behaviour

- The behaviour of pupils is good.
- Around the school and in classes, most pupils behave well. They are polite and show respect to staff and to each other. There is a calm and courteous atmosphere.

- Pupils' attendance over time is similar to the national average. Leaders have set high expectations for the attendance of all pupils. Staff in the boarding houses support this work by ensuring that pupils are punctual and attend as often as possible.
- Documents show that racism is extremely rare at Buckswood. As an international school, Buckswood has a diverse mix of pupils. Pupils value their 'friends from around the world' and the way that they can openly share cultures and beliefs.
- Leaders have recently reviewed the way that they support pupils with challenging behaviour. They have strengthened the rules and expectations for all pupils. Staff from different teams now work together to implement consistent expectations, sanctions and rewards for a very small minority of pupils. Leaders have also been proactive in accessing external specialist support to help boarders to understand the dangers involved in alcohol misuse. This has led to a reduction in exclusions overall and incidents involving alcohol misuse.

Outcomes for pupils

Requires improvement

- Currently, across different year groups and subjects, pupils make inconsistent rates of progress. This is because the quality of teaching is not yet good.
- Pupils in the lower school do not achieve as well as those in the upper school. Leaders have only recently started to address weaknesses in the curriculum for the younger pupils.
- Pupils who have SEN and/or disabilities are not making as much progress as other pupils. Leaders acknowledge that there is more to do to ensure that these pupils learn well. However, the progress that they currently make is not strong enough.
- The school's own progress information shows that pupils are not achieving as well in mathematics and geography as they are in other subjects. Some teaching in these subjects is not meeting pupils' needs well enough.
- Recent changes to the provision for pupils who speak English as an additional language have had a positive impact. These pupils make at least good progress from their different starting points. Those new to English make rapid progress as a result of skilful teaching.
- Older pupils make good progress from their starting points so that the proportions achieving standard passes in GCSE English and mathematics are at least similar to the national averages. This includes pupils who speak English as an additional language and those who have joined the school with limited spoken English.
- In 2017 GCSE examinations, pupils achieved well in a range of subjects, including French, Chinese, computing and science.
- Achievement in the sixth form is good. Students' attainment in the International Baccalaureate has been above the global average since 2011. At A level, students make good progress and attainment is similar to that of others nationally. Last year, the proportion of students reaching the top grades increased.

Sixth form provision

Good

- Over time, the sixth-form leaders have maintained high expectations for students and

staff. Leaders continue to make important refinements to the provision to enable students to strive towards excellence, academically and personally. Consequently, students in the sixth form achieve well and progress into sustained education and employment when they leave the school.

- Teachers in the sixth form demonstrate strong subject knowledge. They impart this knowledge to students effectively and enable them to deepen their learning. For example, in a French lesson, the teacher used questions well to develop students' spoken French. He supported the students to extend their answers without speaking a word of English.
- The school provides students with good careers advice and guidance. There are regular careers and apprenticeship fairs, and visits from and to universities. From lower school onwards, pupils benefit from support, work experience and opportunities to aid their personal development. For example, a 'personal statement' workshop gave students valuable advice to support written applications. Last year, most students leaving the school took up a place at university.
- Current students are making good or better progress in the International Baccalaureate and A levels. Leaders and teachers check students' progress to ensure that they meet high expectations. However, leaders do not check and compare the achievement of different groups of students at present.
- In lessons, students are polite, sensible and respectful. Most students continue to demonstrate responsible behaviour in the boarding houses and outside school. However, a few of the older students have only recently begun to accept the stricter rules in the boarding houses.

Overall experiences and progress of children and young people in the boarding provision

Requires improvement

- A lack of rigorous oversight by leaders of safety requirements is not supporting the progress and experience of boarders. They are not mitigating all potential risks or fully promoting the welfare of boarders.
- Developments in the provision of care and support for boarders are evident. The staff are increasingly identifying the boarders' individual needs and implementing appropriate strategies of support to promote their well-being. However, welfare plans are not in place to provide the staff with clear and detailed guidance on the specific support required for individual students.
- Relationships between boarders and the staff are positive. Boarders commented that boarding is 'like a family'. They know they have staff they can talk to if they have any worries or concerns.
- The provision to meet boarders' health needs is effective. Qualified nurses and health care assistants work proactively with the boarding staff to meet the boarders' specific health needs. There is now more of a focus than previously on boarders' emotional needs. The newly appointed school counsellor is providing a valuable contribution to promoting boarders' well-being. This service has quickly been established as an integral part of the pastoral support for the boarders.
- The views of boarders are important to the staff. The student council is an active forum where boarders and leaders have a positive dialogue. Boarders express their opinions and

make suggestions for improvements on such matters as the food menu, sanctions, response to bullying and town leave. Leaders respond appropriately.

- Accommodation is comfortable. An ongoing refurbishment programme is in place to make improvements. The chef caters for specific dietary needs, including those related to cultural and religious needs. Boarders stated that the food has improved.
- Boarders speak positively about their experience at the school. They appreciate the opportunities that they have to extend their social experiences, participate in a wide range of activities and develop their independence skills. Older boarders commented that their experience at the school has enhanced their future life chances. They are developing confidence, self-esteem and resilience to meet the challenges of adult life ahead.

School details

Unique reference number	114656
Social care unique reference number	SC050170
DfE registration number	845/6031
Inspection number	10054028

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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Other independent school
School category	Independent boarding school
Age range of pupils	10 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	442
Of which, number on roll in sixth form	181
Number of part-time pupils	0
Number of boarders on roll	302
Proprietor	Buckswood School Limited
Chair	Stuart Whorlow
Co-principals	Michael Shaw and Kevin Samson
Annual fees (day pupils)	£13,500
Annual fees (boarders)	£29,100
Telephone number	01424 813 813
Website	www.buckswood.co.uk
Email address	achieve@buckswood.co.uk
Date of previous inspection	28–30 March 2017

Information about this school

- Since the last standard inspection, there have been a number of changes to the leadership of the school. The proprietor is no longer the headteacher. There are two co-principals fulfilling this role. An advisory board that does not include the proprietor was established in November 2017. In the past year, there have been some changes to the team of senior leaders.
- The last standard inspection took place in March 2017. At this time, the school and boarding provision were judged to be inadequate. Two progress monitoring inspections have since taken place; one in June 2017, and one in January 2018. The school did not meet all of the independent school standards and national minimum standards for boarding schools during these inspections.
- Buckswood School is an international school. It provides for day and boarding education of pupils between 10 and 19 years of age. The school is not selective. It admits pupils from all over the world. Pupils join and leave the school at different times and with varying abilities in spoken and written English. Around one third of pupils speak English as an additional language.
- The school's motto is 'ad vitam paramus' – 'we are preparing for life'. The school seeks to enable pupils to be the best that they can, discover where their talents lie and explore the world around them.
- Buckswood School is located in the village of Guestling, three miles to the north-east of Hastings. The spacious grounds include a swimming pool, stables, a vineyard and a pond. The school also has an outdoor activity centre based in woodland, approximately one mile from the main site.
- Around one half of pupils board in one of eight boarding houses, seven of which are on the school site. One is located half a mile away and accessed by school transport.
- None of the pupils have an education, health and care plan. Approximately one in twenty pupils have SEN and/or disabilities.
- The school does not use any alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. This included a particular focus on monitoring the progress that the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection. The last standard inspection took place on 28–30 March 2017. After this, the Department for Education (DfE) required the school to produce an action plan. The DfE rejected this. Two progress monitoring inspections have since taken place; one in June 2017 and one in January 2018.
- Inspectors met with the co-principals, senior and middle leaders, staff, the advisory board and the proprietor. They also met with day and boarding pupils and spoke to other pupils informally.
- Inspectors took into account 44 responses to Ofsted’s questionnaire for staff and spoke with a number of school and boarding staff. They also considered 23 responses to Parent View, Ofsted’s online questionnaire for parents.
- School inspectors visited lessons in a wide range of subjects and looked at pupils’ exercise books. Senior leaders accompanied inspectors on some of these visits.
- A wide range of documents relating to the education and boarding provision were examined, including minutes of meetings, the school’s curriculum, records of behaviour and bullying incidents, complaints and safeguarding documents.

Inspection team

Caroline Dulon, lead inspector	Her Majesty’s Inspector
Lucy English	Her Majesty’s Inspector
Jan Hunnam	Social Care Regulatory Inspector
Lesley Farmer	Ofsted Inspector
Lolly Rascagneres	Ofsted Inspector
Sophie Wood	Social Care Regulatory Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 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(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.

Part 5. Premises of and accommodation at schools

- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

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.

The school must meet the following national minimum standards for boarding schools

- Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. (NMS 5.4)
- The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils is ensured. (NMS 6.2)
- The school complies with the Regulatory Reform (Fire Safety) Order 2005. (NMS 7.1)
- The school's leadership and management demonstrate good skills and knowledge appropriate to their role. (NMS 13.3)
- The school's leadership and management consistently fulfil their responsibilities effectively

so that the standards are met. (NMS 13.4)

- The school's leadership and management and governance actively promote the wellbeing of pupils. (NMS 13.5)

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