Dear Parent / Carer

OPEN EVENING - THURSDAY 26th SEPTEMBER 2019 (6.30PM-8.30PM)

Bartley Green School has been rated Outstanding by Ofsted for over a decade, with the most recent inspection in 2013.

- All groups of students achieve outstandingly.
- They enjoy their lessons and show a great eagerness to learn.
- All teaching is never less than good and almost half is outstanding.
- Students’ behaviour is exemplary both in lessons and around the school.
- Students say how safe they feel as a result of the support adults provide.

Ofsted, November 2013

We strive constantly to maintain this standard; I am pleased to inform you that an external review commissioned by the school in 2018 echo the findings of Ofsted.

- All lessons observed were characterised by highly positive relationships between pupils and with adults. Classrooms are calm and orderly and pupils are ready to focus and get on with their work.
- Pupils’ books are a real strength in terms of care, pride and high standards of presentation.
- Personal development is a strength of the school as a result of the high importance that all staff and governors place on this. Pupils have embraced and understand the core values of the school and show a good appreciation of British values and are well prepared for life in modern Britain.
- Pupils say that their achievements are recognised and acknowledged.
- Behaviour and conduct is very strong. The school is an orderly and calm environment and pupils move around the school with care and regard for others. Pupils believe that behaviour is typically very good.
- The school is highly inclusive.

Our long history of providing such high quality education has resulted in yet another year of successful examination results.

Significant Headlines

- 24 pupils were awarded grade 7 or above in 5 subjects – achieving the entry requirements for the most stringent of post 16 providers.
- Two thirds of pupils achieved a grade 4 and above in both English & Mathematics with well over 40% achieving a grade 5 or above.
- Single sciences (Biology, Chemistry & Physics) were strong, as always, over half of all grades were awarded at 7 or above – with more than a third at 8 or above!
- The Humanities department (Geography, History & Religious Studies) produced another year of outstanding results; 30% of grades achieved at 7 or above and 60% of grades at 5 or above.
- In languages over a quarter of entrants achieved a grade 7 or above, whilst over two thirds achieved a grade 5 or above.
- 2019 leavers achieved 271 grades at 7 or above – this is the highest number of 7+ (or A*-A grades in historical terms) GCSE grades ever achieved at Bartley Green School.
The best of the best at Bartley Green School compare favourably with the highest results nationally:

- Andrea – 9999999998
- Anthony – 9998888887
- Emily – 9888888777
- Sophie – 9988888766
- Larcia – 9988887776
- Asha – 9988887775
- Cleo – 99987666 + a Level 2 Merit
- Leanne – 9887777766
- Isaac - 9987777555

High Standards – Teaching School
Bartley Green is known nationally for its high standards. It is the reason we were chosen to be one of the first in the country to be a “Teaching School”, helping teachers from other schools to improve their teaching and the outcomes for their pupils.

We are one of a small number of schools with an outstanding Ofsted grade for the quality of our teaching in the classroom, and very few indeed will have maintained this quality over a decade!

Beyond the Classroom
Alongside our high standards of work and good behaviour, the hallmarks of our school, we also provide a rich variety of opportunities for our young people through visits, extra-curricular clubs, activities and residential experiences. Pupils have fun too.

Sporting Success
Our success is not confined to the classroom. We are very proud of our sporting achievements too. Look at our record for last year for example:

- Football - Year 11, City of Birmingham & Solihull champions
- Indoor Rowing - Year 9, Boys Birmingham School games runners up.
- Dance – Key Stage 3 Birmingham School Games champions
- Gymnastics - Birmingham Schools Novice competition champions
- Badminton – Boys Birmingham school games plate champions.
- Athletics - Talon and Kori represented South Birmingham at the West Midland Schools athletics championships. Arun and Chloe represented South Birmingham at the West Midland Schools cross country championships.

Open Evening
I am delighted to extend a warm invitation to you and your child to visit us on Open Evening.

Two Open Days are also available for parents/carers who might find a daytime visit more convenient. On Friday 27th September 2019, visitors will be welcome between 9am and 12 noon and similarly, on Monday 30th September 2019, between 9am and 12 noon. If you would like to visit the school on another occasion, please telephone the school to make an appointment.

We look forward to meeting you.

Yours sincerely

J Chan (Mrs)
Headteacher
Our Curriculum

The aim of our curriculum at Bartley Green School is to combine the best of the new with traditional values and subjects. Timetable led lessons and activities outside the classroom are designed to challenge pupils, helping them to grow into informed, responsible people able to cope with a complex world.

We see learning as a partnership of activities with the child as its focus. We intend that our pupils should have equality of opportunities in a curriculum that is accessible to all individuals. Teaching at Bartley Green School uses a variety of styles which develop individual thinking and collaborative skills of investigating, experimenting and communicating.

YEARS 7 & 8 CURRICULUM

To achieve this pupils are taught in sets. These sets enable faster progress to be made and appropriate challenges to be set and reviewed regularly.

All pupils in years 7 and 8 follow a common curriculum:

- Art
- PSHE
- French
- Computing
- Design Technology
- Drama
- English
- Geography
- History
- Mathematics
- Music
- Physical Education
- Religious Education
- Science

Those who require additional support receive small group sessions focused on Numeracy & Literacy.

‘The rapport between teachers and students is very positive; the pace is brisk and activities varied and students respond promptly and confidently to opportunities to collaborate, solve problems and to present ideas to their peers.’ CHRISTINE GILBERT HER MAJESTY’S CHIEF INSPECTOR FROM TWELVE OUTSTANDING SECONDARY SCHOOLS

SCIENCE PRACTICALS

GCSE ART

VISIT TO KENILWORTH CASTLE

ANNUAL TRANSITION DAY FOR YEAR 9 & 10
At Bartley Green School we aim to always prepare pupils for the next step, whatever this may be. With regards to the curriculum, in year 9 this means getting pupils ready for Key Stage 4. All pupils start GCSE English and Mathematics. In the remaining subjects the foundations for Key Stage 4 are established where pupils will be taught GCSE/BTEC topics which include:

- The Rise of Hitler in 20th Century Germany
- Fitness and Health in P.E.
- Production planning in D.T.
- Using clay, print and textiles in Art
- Improvisation, Script and Devised performance in Drama
- Writing a Music score

Should pupils proceed to undertake a particular pathway subject at Key Stage 4 they already have a solid platform on which to start year 10.

LEARNING AT HOME

We use a combination of traditional style homework and projects to establish and develop independent learning at home.

Regular weekly homework provides pupils with essential consolidation in their learning.

Quite early on in Key Stage 3 we also want to build with our pupils’ skills and the self-disciplines to meet deadlines. In turn this helps develop skills needed for Key Stage 4, college and university, as well as jobs.

In addition to the core subjects, in year 9, pupils select their pathway subjects for Key Stage 4. An extensive list of GCSE and BTEC courses is available for pupils of all abilities, these include:

**GCSE**
- Art, Drama, Music, Graphic Design, ICT,
- Biology, Chemistry, Physics, Physical Education, Geography, History, French, Computer Science, Catering

**BTEC**
- Health and Social Care, Engineering, Sport

**EXCEPTIONAL ACHIEVEMENT**

Bartley Green School teachers strive to support every pupil to achieve their potential and in many cases beyond this to. We expect our most able to achieve results reflective of the best results nationally and they always rise to the challenge.

In our 2019 results, for example, 24 pupils were awarded grade 7 or above in 5 subjects – achieving the entry requirements for the most stringent of post 16 providers. Also two thirds of pupils achieved a grade 4 and above in both English & Mathematics with well over 40% achieving a grade 5 or above.

**BEYOND BARTLEY GREEN**

We are proud to acknowledge ex-Bartley Green pupils and their successful progression to Higher Education:

- Harry – Physics, Imperial College London
- Rebekah - Medicine, University of Birmingham
- Kai - Maths, Imperial College London
- Ellis - Medicine, University of Birmingham
- Nicole - Chemistry, University of Birmingham
- Jordan - Engineering, University of Southampton
Our Results

2019 is the third year since GCSE reforms started and grades began moving to the current 9-1 grading structure. These reforms have meant more than just a move to 9-1; GCSEs now have more challenging content, little or no controlled assessments with grading based on terminal exams. These changes bring challenges to pupils and teachers alike; what hasn’t changed is our approach to ensure every pupil achieves their best. The Bartley Green School culture of promoting aspiration through high expectations and, crucially, nurturing resilience has resulted in our 2019 leavers achieving some of the best results ever seen at Bartley Green School.

- 24 pupils were awarded grade 7 or above in 5 subjects – achieving the entry requirements for the most stringent of post 16 providers.
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Our School Council

At Bartley Green School, our School Council is very important. We think it is essential to provide opportunities for our pupils to take responsibility for improving our school. School Council, for example, acts in a wide variety of ways to gather opinions, make suggestions and influence the way our school develops.

School Council is made up of representatives from each year group. To become a representative you need to have campaigned and been successful in the year group elections. The Council regularly meet and a senior member of staff acts as chairperson; that is how important this group is in our school.

There are other ways to share out responsibility for making our school an outstanding place to be. For example we have Year Councils, Sports Leaders and Pupil Leaders. All of whom have a chance to improve our school and share their opinions about how to make our school even better.

The School Council have been involved in a wide range of projects that have all had real outcomes which demonstrates their importance:

- Suggestions for our Rewards schemes
- Summer uniform
- Outdoor furniture for the courtyards
- Working with external agencies
- Redesigned and refitted pupil toilets
- Help with interviews for new staff
- Installed gardens in the school grounds
- Advice towards the Healthy Eating Campaign
- Supported healthy eating menus in the canteen
- Designing social areas with new benches and games
- Organising events for example, fundraising day
Our Reward Scheme

We are a school that encourages excellent behaviour, a positive approach to learning and pupils’ achievement. Vivo is the most significant way in which we do this. Teachers at Bartley Green School use an electronic points system to reward pupils. Pupils have their own Vivo account which is accessed online, through the school’s website.

Teachers can award Vivos for a number of reasons, just a few of the categories are:

- **Active Citizenship** – For pupils who go above and beyond contributing to the school and local community.

- **Determination Award** – For pupils who keep trying to improve their learning.

- **Team Work Award** – For pupils who show excellent team work skills.

- **Improvement in Learning Award** – For pupils who show an improvement in their work through listening to feedback.

- **Outstanding Diary** – For pupils who consistently use their diary to an outstanding level.

- **Outstanding Equipment** – Awarded to pupils who consistently have all their equipment.

- **Outstanding Uniform**.

- **There are also automatic awards for attendance and punctuality.**

Pupils can then purchase items from the Vivo Shop at www.vivomiles.com some of the products available include high street vouchers, stationery, jewellery and sports equipment. Pupils may also donate their Vivos to charity if they wish. It is a great way to share our success as a school community.

In addition, we have our own Vivo shop in school. Pupils can use their Vivos to purchase their equipment (pens, pencils, rulers etc.) along with ping pong balls. Our Vivo shop is open before school and at break time.
Bartley Green School offers a wide range of activities for pupils beyond timetable led lessons. Meeting individual needs to develop personal interests is a vital part of our educational endeavour. We know that interested pupils grow into interested and accomplished adults. The clubs, sports and activities, from which pupils may choose, take place at lunchtime, after school, at weekends and during the holidays.

Lunchtime and After School Clubs

At lunchtimes pupils also have the opportunity to use ICT rooms or to watch films in the hall on a large screen. The Drama Courtyard provides a separate area, a no ball games space, for pupils to sit and socialise at the picnic tables provided. The lunchtime and after school clubs include:

- art
- bookworms
- chess
- computers
- dance
- drama
- homework
- library
- mathematics
- orchestra
- science
- singing
- sports teams
- table tennis
- technology
- various sports clubs
As well as academic success we are proud of our sporting achievements. Our Year 11 Football team are Birmingham School Champions. Sporting activity at Bartley Green School is always popular. We have a number of teams taking part in leagues and friendly matches. There is also a number of internal clubs organised for sporting and athletic activity in school. The range of our sporting and athletic activity shows the spread of interest and accomplishment of Bartley Green School pupils. They include:

- athletics
- badminton
- basketball
- cricket
- dance
- football
- orienteering
- rugby
- tennis
- trampolining
- volleyball

The performing arts play a strong part in the life of Bartley Green School. They contribute to the reputation we have for education across the whole range of pupils’ interests.

Instrumental and singing tuition are currently provided for pupils at no additional cost in the Music Department at Bartley Green School.

Usually we will be able to continue to provide specialist tuition for those who already play an instrument. In addition, all pupils will have the chance to audition for the opportunity to learn to play an instrument.

Brass, percussion, strings, vocal, steel pan, guitar and woodwind lessons are provided weekly by peripatetic teachers from the Birmingham Music Service.

Latest figures show that over 80% of our pupils enjoy engaging in some sort of physical activity either at break, lunchtime or after school.

Many pupils are on their way to gaining the “Sports Leader Award”. Pupils are trained to organise and run sporting events for younger pupils at Bartley Green School and for primary pupils. Pupils go to local primaries to supervise sporting activities, and organise competitive sports events.

All Year 10 and 11 pupils follow a core PE course which is option based, allowing for pupils to opt for a PE activity that will lead to a more personalised learning. Accreditation can be gained for coaching, leadership and performance.

Pupils are taught about exercise and diet to improve their personal fitness level and, hopefully, to encourage a healthy lifestyle amongst family and friends too!

There have been several opportunities to go to Sports Related Activity Centres and participate in trips to Outdoor Education Activity Centres including: Ty Carreg - North Wales, PGL Netball Tournament, and we are always looking at new opportunities.

Opportunities exist for sailing sessions and other water sports at Bartley Green Reservoir.

Our Annual Sports Day is held at Hadley Stadium. The whole school comes to watch. It is a great day with many participants.
Our Inspection

In November 2013 our latest inspection took place. It was the third successive outstanding inspection, Bartley Green School has now been outstanding since 2005.

What Ofsted say about Bartley Green School...

- This is an outstanding school.
- All groups of students achieve outstandingly.
- All teaching is never less than good and is often outstanding. Teachers know their students very well, having high expectations.
- Students behaviour is exemplary both in lessons and around school. They are polite and respectful to each other and to adults.
LEARNING AND SUCCEEDING

Bartley Green School takes pupils from a wide range of abilities and achieves outstanding success with all groups of pupils.

🔹 We believe that all pupils can succeed
🔹 High ability pupils have challenges to stretch and interest them
🔹 We provide smaller classes for those needing extra support
🔹 We offer a vast range of extra-curricular and enrichment opportunities to all pupils
🔹 Our teaching is consistently very good, engaging and innovative
🔹 We want pupils to enjoy their learning
🔹 We believe in setting by ability, so all pupils can feel assured and be challenged

TRANSITIONS

Year 7 is a very important stage in the education of pupils. Success at this time leads to greater success in future years. Bartley Green School pays a lot of attention to this move from primary school to secondary school.

As a school we put in place several strategies to make transition successful

🔹 Induction meeting with a senior member of staff
🔹 Induction day for pupils
🔹 Welcome Evening in the Year 7 Autumn term for parents/carers
🔹 Pupil mentors attached to each form group
🔹 Parents’ Evening in the Summer term
🔹 Supportive courses in our Owl centre

KEEPING IN CONTACT

Bartley Green School keeps parents and carers fully informed of their child’s progress. Parents and carers receive a progress report and there is at least one parents’ day/evening per year and two in year 7.

We like to keep in touch via our website, our twitter feed and regular letters and information, the week by week progress of pupils is also monitored through the Pupil Planner. Parents are invited to write comments when they sign each week. This keeps the form tutor in touch with parents’ and carers’ opinions and a grasp of the work that their son or daughter is doing in school and at home.

The form tutor and Heads of Year can also be contacted at school. Discussions can be arranged either face to face in school, or over the phone if more convenient.
Early in 2011, Bartley Green School took full advantage of its ‘Outstanding’ awarded by Ofsted by becoming one of the first outstanding converter academies in the country.

This change in status enables the school to build for its future and continue to strive for excellence. Our belief is that the Bartley Green community deserves the highest educational provision.

The Governing Body now employs the staff. We can keep up the quality of our skilled teams working in all areas of the school. We are now responsible for our own building and the school estate. We can develop them to fit our vision.

Our school was granted another major recognition of the quality of our work with our pupils and other schools. On July 15th 2011 we were awarded Teaching School status by the National College for School Leadership, when only 100 schools in England were selected for this award. It is at the forefront of the national strategy to improve the quality of school leadership and pupil attainment.

Steve Mumby, Chief Executive of the National College:

‘To take on this role, teaching schools like Bartley Green need to be amongst the best in the country – outstanding in their own performance and have a track record of raising standards through school to school support.’

We are an outstanding school. These changes and developments are our way of making sure we remain outstanding and have a bigger say in our affairs.
THE PARTNERSHIP WITH PARENTS/CARERS

The growing success of Bartley Green School is built on our partnerships with parents. In the day, the evenings and at weekends, the community shares our facilities.

Our high standards are shared by our parents and it is one of the reasons why people choose Bartley Green School as their school. On uniform for example one parent commented,

‘I think a strong uniform policy is important...... It is a good form of discipline and creates a sense of belonging and well-being.’

Our partnership with you is vital and a key part of our success.

Our experience shows that individual pupil progress is strongest when parents show a consistent commitment to support their children. In practice this involves:

- ensuring that children attend regularly and are on time
- supporting the school’s code of conduct particularly encouraging good behaviour and wearing correct school uniform
- attending Parents’ Days & Evenings
- contacting us with changes in circumstance, concerns or issues that need settling
- providing a school bag with the equipment needed for the school day
- encouraging pupils to join clubs and attend homework support sessions
- checking and signing the pupil’s Planner
- discussing with pupils their curriculum and supporting them by attending the relevant support and guidance events that the school organises

PUPIL EXPERIENCE

A great deal of what goes on in the school life of a typical Bartley Green School pupil is centred on the form and the form tutor.

On our PSHE days each form group takes part in a range of activities designed to support and guide them. We aim to develop not only high achievers but also responsible citizens too. Some example of those partners we work with on these days:

- AQUARIUS
- SCHOOL HEALTH SERVICE
- FIRST AID TRAINERS
- BANKS
- COLLEGES AND UNIVERSITIES
- FITNESS & LIFESTYLE EXPERTS
- FIRE BRIGADE
- POLICE

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Information

Ofsted Report

Details of Governing Body

Times of the School Day

Special Needs & Disability Provision

The Governors’ Charging Policy

A comprehensive list of our policies can be found on the school website.
Details of the Governing Body

The full Governing Body meet on four occasions. In addition there are meetings of the Finance Audit and General Purposes, Staffing and Pay, and Safeguarding, Premises and Safety Sub-Committees, which meet at appropriate times.

**Chair**  
Mrs P Zaccheo

**Vice-Chair**  
Mr J Orchard

**Clerk to the Governors**  
Ms M Kaur

**Parent Governors**  
Ms D Bryan  
Mr F Paterson

**Staff Governors**  
Mrs J Chan (Headteacher)  
Mr B Rzezuchowski  
Miss C Juba  
Vacancy x 1

**Member Appointed Governors**  
Dr Sandy Wilkinson  
Mr Mike Wilkes  
Cllr J Lines  
Mr F Sheppard  
Mrs D James  
Miss J Williams  
Mr D Yardley

The Chair of Governors, Clerk to Governors or any other Governor may be contacted through the school address. Letters addressed to a Governor will be forwarded, unopened, by first class post on the day of receipt.
## Times of the School Day

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SEND Provision

Pupils with Special Educational Needs and Disabilities (SEND) are identified through end of Key Stage 2 Assessments and information from primary schools, parents, or outside agencies.

These pupils are further assessed on entry to Bartley Green School so that we can provide a suitable teaching and learning environment. Children in the Cognition and Learning Resource Base are usually in teaching groups of approximately 12 to 15 pupils. These are pupils with an Education, Health and Care Plan (EHCP) who have considerable learning difficulties. Other children with learning difficulties, who are in the main body of the school, can also be in these smaller classes. These smaller groups have targeted intervention lessons led by a trained Teaching Assistant. We work towards achieving a situation where pupils become independent learners, with less support as they progress and achieve. Utilising a wide range of intervention strategies to ensure that pupils identified as having special needs reach their potential. We have high expectations of all our pupils.

All pupils are included in the whole curriculum and are encouraged to join in all school activities.

Existing Facilities that Assist Access to the School.

In recent years we have made a number of changes to the school site to improve accessibility. These include:

- Introduction of a designated disabled parking area;
- The installation of a toilet which is accessible for wheelchair users;
- The installation of an entrance, with intercom suitable for wheelchair users;
- The refurbishment of school reception so that it is at a suitable height for all pupils, staff and visitors to the school including wheelchair users;
- The use of colour schemes that contrast the colours used for doors, doorframe and walls;
- Improving the signage around the school.

We have plans for further improvements, which are:

- To promote the use of assistive technologies for pupils with Special Educational Needs.
- To improve accessibility for staff, pupils and visitors to the site with impaired hearing

Further information can be found on the school website.
Governors’ Charging and Remissions Policy

1. Introduction

1.1 In drawing up this policy the Governing Body has considered its legal obligations, advice issued by the Department for Education, as well as the realities of the school’s budget. The Governing Body recognises that unless some charges are made where permissible or voluntary contributions are sought for activities which supplement and extend the curriculum, it may be necessary to reduce the range and variety of those activities.

1.2 The Governing Body has considered carefully those activities for which a legitimate charge can be made and will do so as outlined in this policy.

2. Voluntary Contributions

2.1 The Governing Body recognises that voluntary contributions can be requested for the benefit of the school or any of the school’s activities. Where voluntary contributions are requested, it will be made clear that they are voluntary; that they are not compulsory, and that there is no obligation to pay.

2.2 No pupil will be excluded from an activity simply because their parent(s)/carers are unwilling or unable to pay. However, there may be situations in which it may be necessary to cancel an activity if there are insufficient funds, either from voluntary contributions or other sources, to enable the activity to take place. This will be made clear to parents when the request for voluntary contributions is made.

3. Charging Policy

3.1 Educational Visits during the School Day.

No charges will be made for such visits. However, to enable the school to offer as wide a range of visits as possible, voluntary contributions will usually be sought and parents will be provided with appropriate information in relation to each visit.

3.2 Educational Visits out of School Hours.

No charges will be made for activities which are part of the national curriculum; part of a syllabus for a prescribed public examination that pupils are being prepared for by the school; or, part of religious education. However, voluntary contributions may be sought. From time to time there may be activities which are entirely optional and parents will be clearly notified of such activities. Participation will be subject to parental agreement and the actual costs will usually be charged.
3.3 Residential Visits (deemed to take place during school hours).

Charges will be made for board and lodgings based on actual costs. Voluntary contributions may also be sought to assist in meeting other associated costs. Parents in receipt of the following benefits will be exempt from charges for board and lodgings; Universal Credit in prescribed circumstances; Income Support; Income Based Job Seekers Allowance; support under part IV of the Immigration and Asylum Act 1999; Child Tax Credit, provided that Working Tax Credit is not also received and the family’s income (as assessed by HMR&C) does not exceed £16,900 (financial year 2013/14); the guarantee element of State Pension Credit; an income related employment and support allowance that was introduced on 27th October 2008.

3.4 Residential Visits (deemed to take place outside school hours).

If the activities are part of the national curriculum; part of a syllabus for a prescribed public examination that pupils are being prepared for by the school; or, part of religious education, charges will be made for board and lodgings on the same basis as residential visits during school hours. From time to time there may be residential visits deemed to be outside of school hours which are entirely optional and parents will be clearly notified of such visits. Participation will be subject to parental agreement and the actual costs will usually be charged.

3.5 Sports and Club Activities.

No charges will be made for such activities but voluntary contributions towards meeting the costs of transport and other associated expenses may be sought from time to time.

3.6 Technology (and other subjects where materials, equipment, etc. may be required).

All materials, equipment, etc. are provided free of charge by the school. However, if pupils wish to keep any resulting product, a charge to cover the cost of materials will be made. School equipment provided for the use of pupils remains the property of the school and the school will normally expect full or partial reimbursement to cover the cost of lost or damaged items.

3.7 Instrumental Music Tuition.

The school seeks to offer as wide a range of musical tuition as possible without charge. However, voluntary contributions may be sought from time to time. Some charges may be made for vocal or instrumental tuition provided individually or in groups if the tuition is considered to be at the request of the parent and parents will be advised accordingly. No charges will be made if the teaching is an essential part of the National Curriculum or if the pupil is looked after by the local authority.

3.8 External Examination Fees.

Entry fees for public examinations for which the pupil has been prepared by the school will be met by the school. If the pupil fails, without good reason, to meet any of the examination requirements, the school will seek to recover the fees from the parent(s). If, in exceptional circumstances, the school agrees to enter a pupil for an examination
and the pupil was not prepared for it by the school, or the examination is not on the prescribed list, the entry fee will be charged to the parent. The school will not normally pay the costs of pupils repeating an examination unless additional preparation has been undertaken by the school. (Parents who need advice on this issue should contact the School’s Exams Officer).

3.9 Accidental and Non Accidental Damage.

The school will seek to recover from parents the cost of repairing or replacing any school equipment and/or property deliberately damaged by pupils. Accidental damage may incur a charge if foolish or careless behaviour has contributed to the cause of the damage.

4. Remissions Policy

4.1 The Governing Body wishes to encourage parents to make decisions about activities for which charges are levied or contributions sought without feeling that they are under undue pressure. It also seeks to avoid pupils being treated differently as a result of family income. The Governing Body therefore makes limited funds available to assist parents in financial difficulties. Parents/carers wishing to seek remission of charges should contact their child’s Head of Year in the first instance. All requests will be considered on a confidential basis. Each request for assistance will be considered in the light of the individual circumstances, budget constraints and the level of demand for remission and, if appropriate, at the discretion of the Headteacher, charges may be remitted by up to 100%.
Bartley Green School A Specialist Technology and Sports College

Adams Hill, , Birmingham, B32 3QJ

Inspection dates 7–8 November 2013

<table>
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</tr>
<tr>
<td>Quality of teaching</td>
<td>Outstanding</td>
<td>Outstanding</td>
<td>1</td>
</tr>
<tr>
<td>Behaviour and safety of pupils</td>
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<td>Outstanding</td>
<td>1</td>
</tr>
<tr>
<td>Leadership and management</td>
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Summary of key findings for parents and pupils

This is an outstanding school.

- All groups of students achieve outstandingly, particularly those for whom the pupil premium provides additional funding. They enjoy their lessons and show a great eagerness to learn.

- All teaching is never less than good and is often outstanding. Teachers know their students very well, having high expectations of what they can achieve and promoting their independence. They plan tasks and learning resources that provide the right level of difficulty to meet the needs of all abilities.

- The quality of questioning is highly effective in all subjects, so that students are challenged to think deeply about their learning. Written marking is not always as effective.

- Students’ behaviour is exemplary both in lessons and around the school. They are polite and respectful to each other and to adults. Students say how safe they feel as a result of the support adults provide and the speed with which any problems are sorted out.

- The inspirational headteacher has surrounded herself with a highly effective senior team. They, together with the governing body, have ensured that raising students’ achievement and ensuring their well-being are at the heart of all they do.

- Procedures to ensure that the quality of teaching constantly improves and is of a consistently high quality are exceptionally effective.

- The school shows an outstanding capacity to sustain the high quality of provision achieved, and to improve further.
Information about this inspection

- Inspectors observed 41 lessons, many of which were seen together with the school’s senior leaders. They also made a number of further short visits to lessons.
- Meetings were held with students, governors and staff, including subject leaders.
- The inspectors observed the school’s work and looked at policies, the school’s own assessment of its strengths and weaknesses and its development planning, records of lesson monitoring, information about students’ progress, safeguarding documents, and samples of students’ work.
- The views of 67 parents who responded to the online questionnaire (Parent View) were taken into account, together with the school’s own survey of parents’ views. Inspectors also took account of 61 responses to the staff questionnaire.

Inspection team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Davis, Lead inspector</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Gwendonline Onyon</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Susan Cox</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Robin Sidaway</td>
<td>Additional Inspector</td>
</tr>
</tbody>
</table>
Full report

Information about this school

- Bartley Green School converted to become an academy school on 1 April 2011. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding.
- The school is an average-sized secondary school.
- The school is a specialist technology and sports college.
- The proportion of disabled students and those who have special educational needs supported through school action is above average, as is the proportion supported through school action plus or with a statement of special educational needs.
- The school has specially resourced provision for 22 students with a statement of special educational needs, particularly in speech, communication and language. These students are fully integrated into mainstream classes.
- The Owl Centre provides support for students identified as at risk as they transfer from Year 6 to Year 7 and promotes good behaviour and learning skills across the curriculum.
- The proportion of students from minority ethnic heritages is average. Very few students speak English as an additional language.
- Almost 60% of students are known to be eligible for the pupil premium, which provides additional funding for students in local authority care and those known to be eligible for free school meals. This is well above the national average.
- Seven students attend a variety of full- and part-time alternative courses provided at Bournville College.
- The school meets the current government floor standards for secondary schools, which set the minimum expectations for students’ attainment and progress.
- The school was one of the first in the country to be designated a Teaching School. The headteacher is a National Leader of Education and the school is a National Support School.
- Over the past two years there has much staffing disruption, particularly in mathematics and English, including in the leadership of English. In addition, a number of experienced teachers moved on to promotion at the end of the last academic year and were replaced by seven newly qualified teachers.

What does the school need to do to improve further?

- Use existing outstanding practice to move more teaching from good to outstanding by:
  - ensuring that written marking always provides students with opportunities to respond to advice by practising skills, correcting mistakes or undertaking a new challenge.
**Inspection judgements**

**The achievement of pupils is outstanding**

- Students typically enter the school with well-below average standards in reading, writing, communication and mathematics. They make excellent progress and in 2012 the proportion of Year 11 students gaining five GCSE subject grades A* to C including English and mathematics rose to above average. In 2013 almost all students gained five higher GCSE grades, although the proportion gaining both English and mathematics fell very slightly as a result of the staffing disruption during this year in those subjects.

- The proportion of students gaining the highest GCSE grades has tripled over the past two years and the proportion of students achieving higher passes in English Baccalaureate subjects has impressively risen to above national levels. Current assessments indicate that attainment is predicted to rise further by the end of the current academic year.

- The attainment of students known to be eligible for the pupil premium has been well above that achieved by this group nationally in English and mathematics, although within school in 2013 they were half a grade behind their classmates. Those of highest ability attain well and over half of those who achieved the highest GCSE grades in 2013 were from this group. There remained, however, a slight gap in the proportion of eligible students making or exceeding nationally expected progress compared with others in the school. The school’s current data for Years 7 to 11 show that the gap is rapidly closing for all ability levels and at the end of the current academic year is predicted to be closed in both English and mathematics.

- Pupil premium funding is used highly effectively on a wide range of strategies that focus on promoting study skills and providing the financial support to ensure that those facing challenging circumstances are fully included in enrichment activities, such as taking instrumental lessons. Well-focused support is provided to promote good behaviour and attendance and to raise the aspirations of this group, including through strong university and college links.

- Lesson observations during the inspection confirm that students’ have very positive attitudes to learning and are making at least good progress in all year groups and across subjects. Students from all ethnic backgrounds, including those who speak English as an additional language, are making similarly impressive rates of progress.

- Disabled students and those who have special educational needs, including those in the special resource unit, are expertly supported and their progress is rigorously tracked. As a result, they are currently making similarly outstanding progress to that of other students. Those with a statement of special educational needs, including those with speech, language and communication in the resource unit, make better progress than this group nationally.

- Year 7 catch-up funding enables those with low literacy and numeracy skills to benefit from small-group and individual support, including through the Owl Centre. This support is resulting in rapid progress for this group. Well-established strategies are in place to help to accelerate students’ reading. A variety of expertly delivered catch-up courses are provided for the weakest readers, establishing a systematic approach and providing effective support throughout Key Stage 3 and beyond.

- Accelerated reading groups in Year 10 continue to promote a love of reading and students speak with enthusiasm about their current reading books. For example, in a lower-ability Year 10 class, students showed great enjoyment and in-depth knowledge of their set text, confidently and fluently reading with expression and discussing the features of the main characters.
Teachers in all subjects encourage students to read out loud and promote the technical vocabulary for the subject.

- The students following alternative courses achieve well as a result of the well-matched support and high-quality care they receive.

- The large majority of students are entered for mathematics GCSE during Year 10. This is effectively enabling those who attain higher grades to further their mathematical skills during Year 11.

- Students greatly enjoy their learning and are keen to do well. They receive constant encouragement from adults, including teaching assistants, which increases self-confidence and fosters very positive attitudes to learning. Students commented that, ‘The school helps us achieve our goals’ and ‘Teachers go out of their way to ensure you have the best possible future when you leave.’

The quality of teaching is outstanding

- During the inspection, all teaching seen was at least good and almost half was outstanding. Robust monitoring of teaching by senior leaders shows that this is typically the case and students told inspectors how much they appreciate the support that their teachers provide. Consequently, their progress and achievement are outstanding.

- Teachers know their students very well and tasks are well matched to students’ individual learning needs. Teachers have very high expectations of what each student can achieve and resources are very well prepared, often promoting students’ independence by enabling them to research information for themselves. For example, in a Year 8 French lesson, where the teaching was outstanding, students were totally immersed in the language as the whole lesson was conducted in French. A range of resources was provided to enable them to confidently respond in French to their teacher’s questioning. As a result of these high expectations, these Year 8 students were working at GCSE level.

- All teachers are experts in supporting disabled students and those who have special educational needs through the advice and support of the special resource-unit staff. This enables the students in the special unit to be fully integrated into mainstream classes. For example, in a Year 10 English lesson observed, the teacher gently supported his students to build their confidence so that they were quickly drawn into the discussion and showed delight in their achievement. Here it was evident that excellent progress had been made over time as a result of consistently outstanding teaching. All teachers effectively promote literacy and numeracy skills through their subjects.

- Teaching assistants are a real strength of the provision. They deliver outstanding support for slower readers, support within the classroom and in small groups.

- Most teachers use questioning very skilfully to promote students’ thinking, challenging students to justify their response and to provide examples to explain their responses. In many lessons observed, in-depth discussions ensued from these question sessions, as students were encouraged to add their own ideas or give another point of view.

- From Year 7 onwards, students respond to the outstanding teaching by showing an exceptional understanding of how they will be assessed, enabling them to make perceptive comments about
their own and each other’s work and to identify how they could develop it further. They do this confidently and very effectively.

- Although the marking of students’ work usually provides clear targets for development, a small minority of teachers miss opportunities to enable students to respond to advice, by practising skills, correcting mistakes or being set an additional challenge.

**The behaviour and safety of pupils are outstanding**

- Standards of behaviour throughout the school are exceptional. Students regard the school as a safe-haven where ‘street culture is left at the gate’. The atmosphere is calm and in all lessons warm relationships are evident between adults and students.

- Students show enthusiasm for their learning and are attentive and engaged in all lessons across the school, responding very quickly to instructions and showing a determination to do well. They are polite and courteous to adults, confidently offering to show the way to inspectors or explaining what they were learning in lessons.

- Students told inspectors that they feel very safe. They have a clear understanding of bullying and the different forms it can take, including a good understanding of e-safety. They say that there is zero tolerance for racist or homophobic bullying and that adults support them very well if they are troubled in any way. One student told an inspector that, ‘You don’t have to worry about anything.’ All spoke of how quickly any problems were addressed. They also value the counselling offered if they should be suffering long-term effects of problems that face them.

- They enjoy taking responsible roles, for example, through the school council, or acting as peer mentors supporting younger students and the wider community. The school council ensures that, ‘Everyone’s voice is heard.’ They take an active role in promoting behaviour and safety, for example, to suggest ways parking can be improved outside the school.

- The school’s leaders provide excellent support for students and their families facing challenging circumstances and to promote good attendance and punctuality. As a result, persistent absence rates are declining. Good attendance is promoted at every opportunity. Great care is taken to ensure that those on alternative courses attend well and their well-being is closely and frequently checked.

- Leaders ensure that the very high standards of behaviour are maintained. Incidents are comprehensively logged and exclusions are declining. The school shows compassion and great care in dealing with each individual’s needs, in the strong belief that students achievement is at the heart of everything they do.

- Parent, student and staff surveys are unreservedly positive about both behaviour and safety. Students understand the importance of good attitudes to learning and communicating confidently and politely when they move to their next steps in learning.

**The leadership and management are outstanding**

- The headteacher is highly effective in promoting the achievement and well-being of all students and delights in their successes. She has surrounded herself by an exceptionally strong team who, together with the wider team of staff, share her vision and ambition for the school’s continued improvement of teaching and achievement.
Leaders, including subject leaders, monitor the quality of teaching closely. Outstanding support and training is provided through the teaching-school provision to ensure that all teaching is at least good and that good teachers improve their practice further to become outstanding. The effectiveness of this support is shown by the fact that all newly qualified teachers were observed delivering lessons where the teaching was good or outstanding, after only eight weeks in the profession. Senior leaders do not give up on teachers whose practice is not yet outstanding, but take endless trouble to mentor, coach and support. Rigorous management of staff performance is well established and salary progression is only possible if targets for students’ achievement are fully met.

The school knows itself extremely well. School self-evaluation is detailed and analysis of performance data on students’ attainment and progress exemplary, including detailed analysis of the performance of different groups of students. Appropriate priorities are identified for improvement, strongly focusing on raising the aspirations and achievement of all groups of students. There is a strong capacity for further improvement in this school where equality of opportunity is successfully promoted and discrimination eliminated.

The strong leaders of subjects and year groups, including those responsible for students’ well-being and behaviour, value the support of their line managers. There are regular meetings that have helped them to establish clear and consistent procedures across the school and to drive improvement. All staff questioned commented on the high quality of training that supports their professional development.

The courses that students follow are highly appropriate because they promote the high achievement of students of all abilities and support their spiritual, moral, social and cultural development very well. Over the past few years, the school has recognised the need to move away from BTEC to GCSE courses because these better meets the needs of students and increases their opportunity to take English Baccalaureate subjects. This transition has been highly successful. Alternative vocational courses, such as mechanics, have ensured that students’ learning needs are met. The school’s specialism in sport promotes teamwork across the school and in the wider community, while that in technology enriches students’ learning across all subjects.

A wide variety of enrichment activities, including a strong emphasis on music and sport, are highly popular with students, ensuring that the school is a hub of activity for the community. Independent careers guidance is highly valued by students enabling them to make realistic and informed choices about their next steps. As a result, there are no students who are not in education, employment or training when they leave school.

The school provides many opportunities to involve parents in the education of their children. The school website and newsletters provide detailed information and telephone calls and frequent text messages keep parents informed. Owl Centre courses and home visits engage parents at an early stage to ease the transition to secondary school. Parents and carers, through a variety of surveys, express a high degree of satisfaction with all aspects of the school’s work.

The governance of the school:
- The governors are highly effective, using their wide range of skills and expertise to challenge and support the school. The governing body is well organised so that every aspect of the school’s work is scrutinised. Governors undertake additional training in order to further develop their effectiveness and are able to compare the school’s performance with that of schools nationally. They understand what the quality of teaching is and have ensured that effective performance management procedures are in place and that staff remuneration is
determined by students’ achievement. Safeguarding procedures and practice are exemplary. Governors are fully aware of the impact of pupil premium funding on raising the achievement of this group of students.
What inspection judgements mean

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<tr>
<th>School Grade</th>
<th>Judgement</th>
<th>Description</th>
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<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils’ needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.</td>
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<tr>
<td>Grade 2</td>
<td>Good</td>
<td>A good school is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment.</td>
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<tr>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.</td>
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<tr>
<td>Grade 4</td>
<td>Inadequate</td>
<td>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</td>
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<td>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school’s leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</td>
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## School details

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

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<td>The governing body</td>
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<tr>
<td>Chair</td>
<td>Pam Zaccheo</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Chris Owen</td>
</tr>
<tr>
<td>Date of previous school inspection</td>
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<td>Telephone number</td>
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<td>Fax number</td>
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<td>Email address</td>
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