

St Vincent College

Inspection report

Unique reference number: 130705

Name of lead inspector: Wilf Hudson HMI

Last day of inspection: 11 November 2011

Type of provider: Sixth form college

Address: Mill Lane
Gosport
Hampshire
PO12 4QA

Telephone number: 02392 588311

Information about the provider

1. St Vincent College is a small sixth form college in Gosport, Hampshire. Gosport has suffered over recent years from staffing reductions in the Navy and there are areas of significant deprivation locally.
2. The college has changed its curriculum offer over the last five years. It has developed a range of vocational courses and has a significant cohort of students with learning difficulties and/or disabilities. It has recruited more adults to its provision and delivers Access to higher education (HE) courses specifically designed for them. It has a small number of work-based learners on its Train to Gain provision. Students aged 16 to 18 studying for GCE AS- and A-levels remain a core of the college's work. Around 53% of younger students are on advanced-level courses. Around one fifth of all students are on foundation level courses.
3. Around 80% of the college's older students are female. The split between males and females for younger students is fairly equal. Most students are White British and no minority ethnic groupings account for more than 1% of the student population. Over the last few years, the average GCSE point score of the college's intake has declined and is below that typically found in sixth form colleges.
4. Students have a wide choice of places to study around Gosport, including general further education colleges in Fareham and around Portsmouth. There are three secondary schools in Gosport, one of which has a large and growing sixth form that focuses on GCE AS- and A-level work.
5. The college's mission is to 'inspire and support all our students to achieve their full potential'.

Type of provision	Number of enrolled learners in 2010/11
<p>Provision for young learners: 14 to 16</p> <p>Further education (16 to 18)</p> <p>Foundation learning</p>	<p>6 part-time learners</p> <p>125 part-time learners 947 full-time learners</p> <p>114 full-time learners (included in the count above)</p>
<p>Provision for adult learners: Further education (19+)</p>	<p>112 full-time learners 517 part-time learners</p>
<p>Employer provision: Train to Gain</p>	<p>164 learners</p>
<p>Adult and community learning</p>	<p>1,196 learners</p>

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Science and mathematics	4
Visual and performing arts	3

Overall effectiveness

6. St Vincent College is an important resource for the local community. It is the focus for a good range of community activities, both on its campus and at outreach centres in the local area. It has extended its curriculum offering successfully over recent years to meet the changing demands of both younger and older people in and close to Gosport. Since the previous inspection the college has improved its financial position and it has a well-informed group of governors who are keen to see its academic performance improve. There is no doubt that the academic performance needs to improve. It has been below average for too long. There are signs of improvement in several areas, but this is not consistent across the whole college. For example, provision in science and mathematics is inadequate. Teaching and learning are satisfactory, but sometimes fail to challenge all students to make the progress of which they are capable. Some staff do not have high enough expectations of their students. New leadership in the college is successfully starting to tackle areas of underperformance. The recent self-assessment report provides a more realistic picture of the college's strengths and where it needs to improve.

Main findings

- Many of the college's success rates are below sixth form college averages. Some success rates have improved, for example in GCE A level and advanced-level vocational work. In AS levels and intermediate-level vocational courses, success rates declined in 2011. Students feel safe in the college and generally make a good contribution to the local community.
- Students make satisfactory progress overall. Value-added measures show that in 2010, AS-level students made the progress expected of them from their qualifications on entry. However, GCE A-level students did not achieve as well as their entry qualifications would predict. Vocational students made significantly better progress than that predicated by their prior attainment. During the inspection students' progress in lessons varied, but was satisfactory overall.
- Teaching and learning are satisfactory. Teachers and their students enjoy productive working relationships and lessons are conducted in a supportive atmosphere. In many lessons, students have effective help from learning support assistants, who form an important element of the college's approach to helping students to achieve.
- Not all students are suitably challenged by the work they are asked to complete inside and outside their lessons. Too few students complete enough of the work they are set to ensure they make sufficient progress. Standards of marking and feedback from teachers vary from satisfactory to good across the college.
- Technical aspects of teaching, such as the effective use of questions to check and reinforce learning, vary and are sometimes ineffective. Use of the virtual learning environment (VLE) to support learning is well embedded in a number of subjects, but is not well used in others.
- The college is satisfactory in meeting the needs and interests of students. A broad range of academic courses at advanced level, a widening range of vocational opportunities at all levels and work-based learning programmes are offered in a few areas. The college has growing entry-level provision and outreach provision for adults that reflect appropriately the inclusive nature of the college.
- The college has a good range of effective partnerships. Strong links with the community benefit students by enhancing their learning experience. The new Principal and her senior team are actively involved in partnerships to support the economic regeneration of Gosport.
- The college provides satisfactory pastoral care and academic support for learners. However, a significant number of students do not have clear enough targets to help them to improve their work and ensure they make good progress.
- Leadership and management are satisfactory. New leadership has brought with it a fresh approach to tackling the college's historical poor performance. Lines of accountability are clear and staff and governors share a commitment to maintaining the college's very caring ethos, whilst improving students'

achievements. However, provision in science and mathematics is inadequate, as are the leadership and management of this area of work.

- The college's self-assessment of its performance is realistic and acknowledges both strengths and weaknesses but is insufficiently analytical. Revised quality-assurance processes are in place but there remain inconsistencies in terms of implementation and impact.
- Governance has improved and is satisfactory, as is value for money. The college has appropriate policies in place to meet its statutory duties with regard to equalities legislation. Equality and diversity are promoted well in many subject areas.

What does St Vincent College need to do to improve further?

- Raise standards, especially in AS subjects and intermediate-level vocational provision, by ensuring that managers set and meet ambitious performance targets for their courses and that students meet challenging targets and high expectations set by their teachers.
- Ensure that all students reach their full potential through teaching and support systems that are of a consistently high standard, utilise effectively the VLE to motivate and enthuse all students.
- Implement rigorous and consistent approaches to quality assurance to provide effective self-assessment that has a demonstrable impact on improving students' performance.
- Improve the quality of provision in science and mathematics by ensuring that the recommendations in the subject area report are rapidly implemented.

Summary of the views of users as confirmed by inspectors

What learners like:

- friendly, supportive environment
- being treated as adults
- good teachers who care and are encouraging
- relaxed atmosphere
- everyone gets along.

What learners would like to see improved:

- access to the VLE
- better access to part-time staff, who are hard to get hold of other than via email
- fewer lessons during 'twilight time'
- the reliability of the printers that they use
- tighter regulations to discourage smoking around the grounds.

Main inspection report

Capacity to make and sustain improvement

Grade 3

7. At the time of the last inspection there were concerns about the college's weak financial position and the quality of governance. The college has now improved its financial situation significantly and has a governing body with appropriate expertise. The self-assessment process identifies the college's strengths and most of the areas for improvement but is still too variable across subject areas in its insight and impact. Led by a new Principal, managers have taken action, with some degree of success, to tackle most areas of underperformance and to halt the decline in students' performance. However, it is too soon to assess the full impact.

Outcomes for learners

Grade 3

8. Most retention rates are at or around the national average but achievement rates are often below national averages, especially for younger students. Over the last year there have been some improvements. Success rates on advanced and foundation level vocational courses have improved and are now approaching national averages. Students taking GCE advanced-level subjects are doing better and success rates have improved to around the high national averages. High-grade pass rates in GCSE English and mathematics are at, or slightly above, national averages, and pass rates in biology are above national average. Success rates for the significant number of students taking AS- and intermediate-level vocational courses declined in 2011 and are well below national averages. There are no significant differences in performance between different groups in the college, or between the performance of male and female students.
9. Students' progress varies significantly between subjects and courses. Overall, students make satisfactory progress, and there are significant pockets of good practice in the college. Students with learning difficulties and/or disabilities make good progress. Students on vocational courses at all levels make progress that is significantly better than their entry qualifications would predict. Students studying AS-level subjects make the progress expected of them from their entry qualifications. GCE A-level students do not make the progress expected of them. Students made good progress in just over half the lessons observed by inspectors, in most of the rest they made satisfactory progress.
10. The standard of students' work varies across the college. A minority of the work is of a high standard, for example in some areas of art and design, but much is around the level expected for the course being studied. Students' written and number skills are satisfactory. Students feel safe in the college. They feel well supported by staff and enjoy their time at college. They make a good contribution to the local community via charity events in partnership with local schools and through their active students' union.

The quality of provision

Grade 3

11. Standards of teaching and learning vary across the college but are satisfactory overall. The college's analysis of the quality of teaching and learning is over generous. Recently managers have adjusted their approach to observing lessons and they now have a more realistic picture of students' experiences in lessons. Students' attendance at lessons has improved this year but needs to improve further. Irregular attendance patterns are too commonly seen on registers, making it hard for students to keep up with their work and for teachers to plan students' learning.
12. Teachers have productive working relationships with their students. Lessons are conducted with good humour and respect for each other. Learning support assistants make a good contribution to students' learning. Students enjoy their lessons. In the vast majority of the satisfactory lessons the teachers worked hard, but often students were not required to work hard enough. In a minority of lessons the pace was not well matched to the abilities of the entire group. Sometimes teachers did too much of the talking, sometimes they were not skilled enough at using questions well to make students think for themselves or to check if students were learning.
13. Teachers do not always set enough homework, but where it is set, teachers do not ensure that students complete their work to a high standard, or that it is completed fully. In a few cases, students reported that teachers take too long to mark and return their work. In general, feedback to students on the standard of their work and advice how they can improve are satisfactory. Where students' work is marked, assessment is fair and accurate.
14. While the college has made some advances in the use of information and communication technology (ICT) to support teaching since the last inspection, it still has more to do. It has recently introduced a new virtual learning environment (VLE) which is providing a better service to teachers and students. However, the use of the VLE in teaching and as a mechanism for setting, assessing and correcting work is underdeveloped.
15. The college provides a satisfactory range of provision to meet the needs and interests of students. In addition to the good range of academic and vocational provision and some work-based learning, there is growing entry-level provision and outreach work for adults in the community. The adult education provision in the outreach centres meets the needs of the community by providing attractive routes into learning, employability skills and advice, confidence building skills and preventing social isolation. There are examples of students progressing onto higher levels of learning both at community venues and the college's main site. The college is working well with a small, but growing, number of employers.
16. The college has established a good range of effective partnerships with a variety of community organisations. Community representatives are very

positive about their relationships with the college and the contribution it is making to supporting local economic regeneration. These partnerships have led to new local provision, such as the new vocational courses in marine engineering and increased specialist provision for students with severe learning difficulties and/or disabilities who are now able to attend a college close to their home.

17. Support for learners is satisfactory. Standards of tutorial support vary, and are most effective on entry-level courses where students are set clear targets and their progress towards meeting these is well monitored. For students on intermediate- and advanced-level courses, target setting is much less consistent. Students are not being set clear enough targets that stretch and challenge them sufficiently. Current students' progress and attendance are being more closely monitored and followed up. Students who need additional help with their numeracy and literacy skills are generally well supported and make good progress. Links to external specialist agencies to provide specialist support are strong. A wide range of enrichment activities are offered, but many are poorly attended. Work experience is established for entry-level students and early years courses and enhances the opportunity for employment.

Leadership and management

Grade 3

18. With a new Principal, revised senior management team, a new chair of governors and a significant improvement in the college's financial performance, the culture of the college has changed over the last year.
19. The new Principal has worked productively with staff and governors to agree strategic priorities and targets. This has resulted in a shared sense of purpose, a strong desire to secure improvements for students and a commitment to providing a wide range of academic and vocational courses to meet local needs. However, the college is awaiting the outcome of a review of local educational provision before committing itself to a revised and detailed strategic plan.
20. Governors are beginning to play a more active role in the college's work. The chair of governors is reviewing the way in which the corporation works to ensure that better use is made of governors' time and expertise. The corporation monitors progress appropriately with regard to its legislative duties in safeguarding, health and safety and equality and diversity. Having successfully resolved the college's financial problems, which had monopolised much of their time, governors are now better informed about the educational performance of the college and are rightly focusing more sharply on the scrutiny and improvement of students' achievements.
21. The senior management team acknowledges that too many students fail to achieve as well as they should and they have begun to tackle significant pockets of underperformance. While maintaining the college's well-established

caring and supportive ethos, the Principal has not shied away from taking firm and effective action to tackle staffing issues.

22. Managers have introduced revised and more rigorous approaches to quality assurance, including internal and external quality reviews and 'drop-in' lesson observations, but these have yet to have a significant impact on students' performance. Curriculum managers are clear that they are accountable for the performance of their students and the quality of teaching in their subject areas. Course reviews, associated action plans and the self-assessment report are, in the main, realistic in terms of identifying poorly performing provision. However, they do not provide a sufficiently insightful analysis of the reasons why some courses are more successful than others.
23. The college promotes inclusion, equality and diversity effectively. Students feel valued and respected. In a few curriculum areas, for example art and design, performing arts and media, teachers very skilfully embed cultural diversity into their schemes of work and projects. No patterns of consistent underperformance exist, relative to the average success rate for the college, by any group of students, when analysed by age, gender, ethnicity or learning difficulty and/or disability.
24. College staff place a high priority on caring for students' welfare and keeping them safe. Policies and procedures for safeguarding young students and vulnerable adults are appropriate. Staff and governors have relevant safeguarding training and the college undertakes appropriate recruitment checks on staff and volunteers. Arrangements for the management of health and safety in the college are satisfactory.
25. Students have a good range of mechanisms for expressing their views to teachers and managers, for example through focus groups, student representatives and the students' union, as well as in questionnaires. They are confident that teachers and managers listen to their opinions and take action where this is practical. Student feedback was instrumental, for example, in improving the canteen and upgrading computing facilities. Increasingly, managers are taking account of students' feedback on the quality of teaching.
26. The college provides satisfactory value for money. Financial control and management are good but the underachievement of a significant proportion of students, particularly at AS level, reduces the value for money provided. The college has a clear property strategy and, although some parts of the college need upgrading, students generally benefit from good resources and facilities.

Subject areas

Science and mathematics

Grade 4

Context

27. The area offers intermediate and advanced qualifications including GCSE mathematics and biology. GCE AS- and A-level in chemistry, physics, mathematics, further mathematics, biology and applied science are offered. The area also teaches units on the BTEC foundation- and intermediate-level vocational diploma and access to higher education diploma. The area has about 420 enrolments. Some 71% of students are aged 16 to 18. Just over half of students are female.

Key findings

- Outcomes for students are inadequate. Success rates for the area have remained consistently below national averages, although there was a slight improvement in 2010/11. The proportion of students achieving A* to C grades in GCSE biology is high but is around the national average overall in GCSE mathematics. Success rates in AS physics, mathematics, chemistry and biology continue to be poor and have declined in 2011.
- Achievement of high grades by adult students shows notable improvements and is consistently above average. Adult students also to achieve well in GCSE courses. High-grade attainment is generally poor for advanced-level courses.
- Some improvement in achievement rates for GCE A levels in mathematics, physics and applied sciences are evident, although achievement rates remain at or below the national average. The standard of students' work at advanced level is appropriate in most subjects, although it is not sufficiently high in GCSE mathematics.
- Teaching and learning are satisfactory as is the extent to which students make progress in lessons. In the better science lessons, a good mix of practical work and discussion promotes learning while fully engaging and motivating students. Good use of questions encourages independent thinking. Information and learning technology (ILT) is used effectively.
- Too many lessons lack variety and challenge for more able students, especially in mathematics. In some science lessons students are unclear about the purpose of the activity in which they are engaged and too much testing makes learning less effective.
- Assessment and the monitoring of students' progress are satisfactory. Work is generally marked quickly and students are given constructive written and oral feedback, although this is not consistent across all subjects. Students on the less successful courses complete an insufficient amount of homework and homework often fails to challenge the more able students.

- The range of science and mathematics provision within the area is limited to GCSEs and A-level subjects. Recently, AS-level 'use of mathematics' has been introduced. There is no vocational provision although plans are in place to offer BTEC programmes in science next year.
- The curriculum is enhanced by an extensive offer of enrichment activities. Mathematics students participate in a number of competitions and challenges. Science students are encouraged to attend visits and talks at well-known institutions and universities. Partnerships with local schools are good.
- Support for students is inadequate. Students have regular progress reviews, but targets set are often insufficiently rigorous. Students acknowledge that they can seek support when they require it and appreciate this. However, the area is currently ineffective in identifying and supporting struggling learners quickly enough.
- Initiatives which include the more rapid intervention of the curriculum manager and the introduction of study sessions, more regular homework and student-led progress monitoring graphs have been introduced. It is, however, too early to judge their impact. The lack of a reliable VLE is having a serious impact on the quality of support and learning and assessment.
- Leadership and management are inadequate. The self-assessment report and process are reasonably evaluative and grading is accurate. All staff are clear about their role and contribution through course reviews and subject action plans. However, quality assurance processes and initiatives have failed as yet to bring about significant improvements.
- Action planning lacks rigour and has had little impact on securing improvement. Data and targets are not used effectively to drive up standards. Learners enrolled on more than one subject within the area do not have the same boundaries and targets with respect to work and expectations.
- Science resources are good and much appreciated by the learners. The area is well supported by highly effective technicians. Not all rooms are equipped with interactive whiteboards and this hinders the effective use of ICT in lessons.

What does St Vincent College need to do to improve further?

- Improve students' outcomes by agreeing specific and measurable individual targets with students, and ensure regular liaison with subject teachers to monitor students' progress.
- Ensure that teachers plan lessons that are informed by information on individual students' abilities. Incorporate into all lessons a good range of activities that meet the needs of all students and provide sufficient stretch and challenge for the more able.
- Ensure that students joining AS-level courses are prepared fully for the standard and level of work required by providing effective additional study skills.

- Review and amend the provision to ensure that that the courses offered better reflect the needs of the students.
- Implement fully the college quality assurance processes. Use data more effectively to inform action plans that will secure more rapid improvement in student outcomes.

Art and design, performing arts and media

Grade 3

Context

28. Currently 642 students are enrolled in this area. In art, design and performing arts 48 students study at foundation and intermediate level and 197 study on advanced-level diplomas. Some 319 students are studying GCE A levels including art, textiles, photography, dance, drama and music. In media, 180 study GCE A levels in media studies, film studies and communication and culture and 22 study media techniques. The majority of students are aged 16 to 18 and study full time.

Key findings

- Outcomes for students are satisfactory. Success rates are high in GCE A levels in textiles, photography and communication and culture. Success rates are low on the BTEC first diploma in art and photography, AS levels in communication and culture, media, music and music technology. Success rates on other courses are around national averages. The proportion of students gaining high grades is consistently below national averages for many courses.
- The standard of much of the students' work is high especially in dance and drama. Students perform challenging tasks with motivation and discipline and make significant progress. In fine art, photography and textiles students develop ambitious thematic projects. In media and communication and culture students develop practical and written skills and analyse their work with increasing confidence.
- From low levels of prior attainment students make good progress. In textiles and dance students make significantly better progress than expected. Aspirational target grades are set and regular written feedback gives helpful comments for improvement. Individual support by teachers is good, with studio space often available for private study.
- Teaching and learning are good. The best lessons are well structured, with a range of activities which prompt reflection and peer evaluation and are, at times, led by students themselves. Less effective lessons do not encourage sufficient student interaction and the understanding of concepts is not sufficiently checked. Some group work is not effective and feedback and discussions can often be slow and uninteresting.
- Good teaching and learning practice is shared informally amongst staff teams, but this has yet to have a positive and consistent impact on students' outcomes.
- Comprehensive information about students' needs and abilities result from following initial assessment. However, lesson planning and the subsequent teaching do not always use this information sufficiently to inform teaching strategies and targets that support individual students. In some cases, the planned learning outcomes are much too ambitious for the students.

- The promotion of equality and diversity is good. Diverse cultural themes are embedded in schemes of work and projects. Class discussions often encourage mutual respect for others and their ideas. In fine art, textiles and photography, cultural and environmental influences are developed into reflective personal work. Music students analyse, for example, the influence of female performers in the music industry relevant to their own practice.
- Safeguarding is satisfactory and students feel safe. An inclusive environment is created where every student and their views are valued. Health and safety are covered well in all areas.
- The wide range of enrichment opportunities allows students to extend their creativity. Dance, theatre, music and media enrichment activities are well attended and enjoyed by students from across the college, often leading to combined performances directed and produced by students themselves. Art, design and photography students have the opportunity to work with practising creative arts professionals. Students benefit from many cultural visits.
- Resources are good. Art studios have specialist facilities for two- and three-dimensional work, textiles, graphic design and large photography studios. Music and media have appropriate rehearsal, recording, editing and theory rooms. Performing arts students enjoy a professional standard theatre and two excellent dance studios. ICT resources are used appropriately for research and to enhance learning.
- Curriculum leadership and management are satisfactory. The reviews produced at subject level are mostly accurate but concentrate on achievement rates rather than the proportion of students completing their courses successfully. Actions for monitoring attendance and the improvement of retention rates are in place but there has been no significant impact on outcomes.

What does St Vincent College need to do to improve further?

- Improve retention and success rates by ensuring that monitoring of students' progress is thorough and any underperformance identified results in rapid and effective action by managers and teachers.
- Improve teaching and learning across all programmes by sharing the good practice in performing arts across other subjects.
- Use information about students' abilities thoroughly to inform both teaching strategies and individual student targets. Set targets that are sufficiently challenging to help students achieve their full potential.
- Ensure that self-assessment presents a fully accurate picture of students' outcomes in order to identify and secure improvements.

Information about the inspection

29. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's quality manager, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
30. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subjects the college offers.

Record of Main Findings (RMF)
St Vincent College
Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners	1059	0	947	112	0
Full-time learners	812	6	125	517	164
Part-time learners					
Overall effectiveness	3	3	3	3	3
Capacity to improve	3				
Outcomes for learners	3	3	3	3	3
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	4				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	2				
<i>How well do learners make a positive contribution to the community?*</i>	2				
Quality of provision	3	3	3	3	3
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	3				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	3				
Leadership and management	3				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3				
How effectively does the provider promote the safeguarding of learners?	3				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
How effectively does the provider engage with users to support and promote improvement?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011