

Redcar and Cleveland College

General further education college

Inspection dates		15–18 January 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This college requires improvement because:

- Success rates have not improved quickly enough since the last inspection because too many learners leave their courses before they have completed the qualification. Evidence from the current year indicates this is starting to improve.
- Teachers have not been sufficiently accountable for the attendance of learners on their courses and targets for managers have not focussed enough on learners' outcomes.
- Quality assurance arrangements are not strong enough, leading to inconsistencies across the college, for example, in the delivery of tutorials, the promotion of equality and diversity, and aspects of assessment.

This college has the following strengths:

- Pass rates are high on many courses for learners who complete their courses.
- Success rates on functional skills English and mathematics courses are high.
- Learners aged 14 years or more who attend the college as part of their curriculum achieve well.
- Teaching and learning are good in the majority of classes.
- Support for learners identified as needing extra help is good, although until this year the college has not identified all learners needing support early enough.
- The standard of accommodation, and resources to support learning, are very good.

Full report

What does the college need to do to improve further?

- Ensure that actions put in place this year to increase retention are successful and that this leads to improvements in success rates across all courses where they are below the national average or have been around average for the last three years.
- Strengthen the college's performance-management processes to ensure that all teachers and managers are accountable for specific targets, linked to the outcomes for learners.
- Ensure that college systems are adhered to by all staff by strengthening quality assurance arrangements, particularly the monitoring of tutorials and the promotion of equality and diversity.
- Spread further the good practice in assessment practices that many teachers use, so that all staff mark learners' work thoroughly, and help learners to develop confidence in assessing their own work.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Outcomes for learners have not improved quickly enough since the last inspection. Overall success rates on college-based courses were broadly in line with the national average in 2011/12. There was little difference between age groups and course levels, except for adults on foundation level courses, where success rates dipped to well below average. ▪ For learners who complete their courses, pass rates are high on many courses but too many learners leave courses early and retention rates were low in many subject areas in 2011/12. In a few case this is because learners were enrolled on the wrong course. More generally, it was due to learners not attending regularly who subsequently left the course. ▪ Retention is improving this year. The college is better at monitoring attendance, which has improved when measured against the same time last year. Systems to identify learners at risk of leaving are improving, but require stronger monitoring of how well staff implement them. ▪ Success rates on employer-based courses are improving. They were poor in 2010/11. Data for last year show those completing their apprenticeship in the planned timescale is now at the national average. However, success rates for apprentices aged 16 years or more are lower than those for older trainees. ▪ The majority of learners in the current year are making progress in line with or above the level expected from their previous attainment. College systems to set targets are being strengthened this year to ensure all students are set challenging targets. ▪ Learners develop good vocational and employability skills. Learners speak highly of the opportunities provided by the college to help them gain industry standard work skills. Learners who complete their course generally progress well to further education or training, into employment or into university. ▪ Learners' English and mathematics skills improve well through the functional skills qualifications they acquire and success rates on these courses are high. Most teachers reinforce basic skills such as spelling and punctuation in the vocational areas. ▪ The college is successful at helping vulnerable groups to return to education and gain jobsearch skills. This includes unemployed adults on targeted workskills programmes, and young people who were not engaged in education or training before coming to college. ▪ Pupils from local schools, who attend college as part of their curriculum, achieve well. They enjoy coming to college, develop their confidence and study skills, and a high proportion gain qualifications and progress to full-time college courses when they leave school. 	

- Inspectors found no significant differences between outcomes for different groups of learners. Those with learning difficulties and/or disabilities achieve in line with other learners. Students from minority ethnic groups generally achieve success rates in line with or above the college average. The gap between success rates for male and female learners has narrowed, although the college recognises that, on some courses, this is because success rates for females declined in 2011/12.

The quality of teaching, learning and assessment

Good

- Teachers are well qualified and have good subject knowledge. They are committed, reflective practitioners and relationships with students are very good. Teachers are friendly, encouraging and supportive, which helps promote learners' confidence. Many lessons include a good variety of methods and activities that motivate learners and engage interest, but expectations are not always high enough, especially of the more-able learners.
- Learners speak highly of their experience of college and the teaching they receive. Behaviour is managed skilfully and this contributes well to the good attitudes shown by learners of all ages. Teachers use relevant examples to help different students learn, and make good use of industry experience and examples. Occasionally, in foundation- or intermediate-level lessons, teachers do not provide enough practical examples to illustrate concepts.
- Effective sharing of best practice ensures a high proportion of good lessons throughout the college. In a sports lesson, learners were encouraged to test their own levels of concentration before examining techniques used by famous sports personalities, which deepened their understanding. In a health and care lesson, students showed good understanding of theory as a result of enjoyable and skilfully devised practical work.
- High quality resources support the effective development of practical and vocational skills. Valuable enrichment activities are offered, including visits from armed forces personnel and speakers from industry. Trips abroad broaden horizons and further enhance employability skills. English and mathematics are taught highly effectively in functional-skills lessons.
- The use of information technology to support learning is effective, with many areas making particularly good use of the college's virtual learning environment so that students can gain access to useful and stimulating resources outside lessons.
- Initial assessment of English and mathematical skills has been reviewed this year; it is now thorough and carried out early enough so that learners are placed at the appropriate level for functional skills classes.
- Additional learning support is effective when delivered sufficiently early, and college data show that those receiving support are more likely to stay on their programme and achieve. Teachers willingly offer support to those who ask for it. They work closely with the college's development support workers and mentors. Closer monitoring of attendance in the current year is helping staff to identify more quickly where extra support is needed.
- College procedures for monitoring learners' progress are improving but do not yet operate consistently in all areas. For example, target-setting in tutorials is better on some courses than others. Although attendance and achievement are monitored in tutorials, targets set with individuals are not always specific enough. Target grades and assignment grades are recorded on separate systems which sometimes lead to a lack of coherence in monitoring.
- Assessment strategies are generally well planned. Written assignments are broken down into tasks with short-term deadlines spread over the year. Marking of work often includes detailed and constructive feedback that helps learners improve, but in a few cases marking is too superficial. In class, teachers' skill in using questioning techniques varies, with some good examples. Opportunities to involve learners in the evaluation of their own or others' work are sometimes missed.
- Learners receive good quality advice and guidance. Initial advice to ensure learners are on the right course is now good and inspectors found students to be appropriately placed in the current

year. Learners praise highly the advice and guidance they receive to help them progress at the end of their course.

- Although teachers have good awareness of equality and diversity issues themselves, the promotion of learners' understanding in lessons is better in some subjects than others. Teachers follow up well issues raised by topics, but some do not actively seek out opportunities for deepening learners' awareness.

Engineering

Learning programmes for 16-18

Learning programmes for 19+

Good

- Teaching, learning and assessment are good and reflect learners' improving success rates, which were above the national average in 2011/12.
- Teachers are well qualified and experienced. They have high expectations of learners. They use their knowledge and industrial experience to relate theory to practice and cite examples from industry to illustrate key concepts. In these lessons, learners are interested, motivated and make good progress. For example, in an electrical engineering class, the teachers helped learners to understand about different types of capacitors by referring to how they are used in industry and car audio systems.
- Most lessons incorporate a good range of teaching and learning methods. These include the effective use of information learning technology through lively presentations and imaginative use of interactive boards. Learners' skills are developed well through the use of specialist computer software. Learners make good use of the college's virtual learning environment to help them carry out independent research and consolidate their understanding of work covered in class.
- In some theory lessons, teachers do not make sufficient use of the information they have about individual learners to plan sufficiently for different needs and not all learners are engaged fully in the topic being covered. In these lessons, teachers do not use questions skilfully enough to check knowledge and understanding.
- The development of learners' employability skills is good. In the college workshop, and through a collaborative arrangement with an industrial partner, learners work on realistic engineering tasks. For example, learners on the extended diploma in engineering used lathes and milling machines to design and manufacture a scaled model steam train with a remote control. In another example, they designed and manufactured a range of commemorative mini blast furnaces for a local company.
- Strong partnerships with employers and annual industrial visits to the USA and Germany add to learners' awareness of the engineering industry, develop their confidence and further enhance their employability skills. Learners teamed up with students in other European countries in a project that won a European prize.
- Teachers use a good range of assessment methods to measure learners' progress. Assignment briefs are well written. Feedback on learners' work varies in depth and quality. The better feedback provides guidance on how learners can improve their work, but in a few cases teachers' comments are too brief.
- The development of learners' mathematics and English skills is good. Vocational teachers correct grammar and spelling in learners' written work. Mathematics is integrated well within the lessons. Learners carry out measurements and calculations with increasing skill and confidence, and use instruments to record data in conjunction with their practical tasks.
- The emphasis on health and safety in the classrooms and in the college workshop is strong. Learners carry out risk assessment to identify the hazards associated with their use of machinery, equipment and tools.

- Resources to support learning are good. The college workshop and laboratories are of a high standard. Classrooms and computer suites are conducive to good learning. Classroom management is good. Learners work productively and their behaviour, attitudes, attendance and punctuality are good.
- The support and guidance provided for learners by their vocational staff and by the technicians is good. Learners value the support they receive and acknowledge they are making good progress as a result of it.
- Some aspects of the promotion of equality and diversity through teaching and learning require improvement. Staff are skilful at promoting respect and tolerance within the college, but do not always take opportunities to deepen learners' understanding of other cultures, for example, by discussion of what they have learned from trips abroad.

Construction

Learning programmes for 16-18 Apprenticeships

Requires improvement

- Teaching and learning are good in most lessons, but tutorial support is poor on some courses, leading to inconsistent outcomes for learners. Overall success rates were broadly in line with the national average in 2011/12, due to too many learners in plumbing, and painting and decorating leaving the course early without achieving their qualifications.
- Learners in all crafts produce a high standard of work, some exceptional, and develop very good skills. In carpentry and joinery, brickwork and plastering, success rates are generally above average.
- In the best lessons, teachers provide sufficient challenge for all learners to develop technical skills and knowledge, and improve their literacy and numeracy. Learning takes place as a result of well planned and carefully thought out student activities, and good coaching and questioning from teachers. Most construction teachers routinely provide good coaching in numeracy as part of the craft and technical studies.
- Teachers make good use of their industrial experience to demonstrate clear links between theory and practice. Apprentices benefit from good off-the-job training and well planned coaching in the workplace to prepare them for on-site assessment.
- Although much of the teaching and learning is good, very little is outstanding. Teachers fall short of producing exciting and inspiring teaching methods and activities. Few teachers have developed innovative and original use of technology or exciting materials to support independent learning.
- Lessons that require improvement lead to some learning. However, these lessons often lack sufficient challenge to keep all the learners busy and learning at all times, and fail to explore the subject matter in sufficient depth.
- High quality accommodation and resources contribute to the development of learners' technical and workplace skills. Learners work in tidy, well-equipped workshops and are supported effectively by specialist technicians.
- Teachers' assessment of learners' work is satisfactory. Learners' work is carefully assessed, feedback is generally helpful and assessment is fair, accurate and reliable. Insufficient use is made of informal assessment to enhance learning, for example, learners assessing each other's work.
- Tutorial support is not consistently good, and on under-performing courses is inadequate. Students on one of these courses only received one of three planned tutorials in the autumn term and the records were incomplete and anomalous. The setting of targets and monitoring of progress on these courses is too superficial; grades awarded for progress, attendance and effort do not always match the comments made by tutors. Apprenticeship reviews are satisfactory.

- Admissions procedures have been reviewed to ensure learners are on the right course this year. Learners receive appropriate support and guidance to help them move onto a suitable progression at the end of their course.
- Learners display a basic knowledge and understanding of equality and diversity. However, planned sessions in group tutorials to deepen their awareness do not always take place.

Hairdressing and beauty therapy

Learning programmes for 16-18

Learning programmes for 19+

Requires improvement

- The quality of teaching and learning varies between subjects and levels, leading to overall success rates which have been around average for the last three years. The strongest performing courses are in beauty therapy. Too many learners on hairdressing courses, especially at foundation and intermediate level, fail to complete their course. Pass rates for learners are high on all courses and, on advanced level beauty therapy courses, retention and pass rates are consistently high.
- The teaching of theory is generally good but practical lessons vary in their effectiveness. In the best lessons, the pace is brisk and varied activities challenge and inspire learners. The use of 'traffic light' cards allows learners to assess their own progress and abilities, for example, in a practical colouring and blow-drying lesson. Advanced beauty therapy learners demonstrate very good practical and client care skills, as a result of skilful teacher input.
- Questioning techniques used by some teachers do not assess sufficiently the learning that is taking place, or further develop and probe understanding. Too many learners act as clients, which restricts the development of their skills or understanding during practical lessons. Some practical lessons do not ensure learners are challenged appropriately for the whole lesson with a range of activities that will stretch their skills.
- Staff are enthusiastic, well qualified and, in the best lessons, use their relevant experience to align learning with industry standards. Learners on advanced programmes have access to appropriate work experience in a range of local salons which enables them to develop high levels of customer care. Teachers on advanced hairdressing and beauty therapy courses have high expectations of learners. For example, in advanced hairdressing lessons, mystery shoppers are used to develop a customer focus.
- The assessment of learners' work is fair and appropriate. Written feedback on practical assessments often helps learners to achieve higher grades. Progress reviews take place regularly with individual learners but these do not always ensure learners are clear about the extent of work they have undertaken towards achieving the full qualification.
- Learners work safely and professionally, protecting themselves and their clients by using personal protective equipment such as gloves and aprons, and using clinical waste bins in an appropriate manner and with due regard to health and safety.
- Initial assessment identifies learners' additional needs early ensuring learners receive appropriate additional support in a timely fashion in most cases. Learners develop their functional English and mathematics with specialist teachers and appreciate the opportunity to gain qualifications in this area. Attendance at these lessons is very good.
- High quality salon resources reflect the best of industry standards. Classroom displays are of a high standard, are well designed and showcase learners' work. Learners take pride in displaying their work. Additional training is available at specific times in the year such as tanning and hair extensions; learners achieve additional qualifications which employers value. In practical lessons, learners use and retail high quality professional products and equipment.
- Advice and guidance are good. A high proportion of those who complete their courses progress from foundation to intermediate and advanced courses. The proportion of learners progressing to employment is also high.

- Teachers and support staff effectively promote equality and diversity through a culture of respect in all lessons. Learners act appropriately with clients across a range of ages and backgrounds.

Foundation English and mathematics

Learning programmes for 16-18

Learning programmes for 19+

Outstanding

- Excellent teaching and learning in functional skills English and mathematics lessons ensures success rates on these courses are very high. Many learners make very good progress against their often low starting points in these subjects. Staff actively encourage learners to progress through levels, and a high proportion achieve their learning goals and move on to more-advanced courses.
- Teachers have high expectations of their learners and plan lessons very well to make learning both enjoyable and challenging. Staff are enthusiastic and well qualified. Many have developed good occupational knowledge of vocational areas and use this well to engage students and provide learning that is relevant to them.
- Teachers use learning tasks and activities exceptionally well to motivate students and to maintain a high level of work at all times in lessons. In one session, a group of hairdressing and beauty therapy learners interacted well on the topic of the use of mobile phones and social media. The confidence and oral skills they developed through their presentations were directly transferable to their reception work in the salons.
- Excellent use is made of new technology to support and stimulate learning, and learners speak very highly of the range of interesting resources they can use during and outside lessons. In mathematics, this includes the use of 'tablet' computers to practice mathematics for online tests.
- In English lessons, teachers use a very wide range of resources to stimulate learners. Topical video clips and newspaper articles on a diverse range of subjects including Australian bushfires, safety on the internet and abuse in care homes were carefully chosen for different groups of learners. These are used skilfully to develop comprehension and group discussion skills, leading to significant improvement in reading, oral and written skills.
- Monitoring and assessment of learners' progress in lessons is very effective. Teachers use targeted questioning skilfully and recap learning during and at the end of lessons to ensure learners' understanding and consolidate their knowledge. The frequent advice, feedback and tips given by teachers about examination requirements prepare learners very well for their tests. The quality and depth of written feedback on learners' assignments is too variable.
- Learners benefit from high quality and well equipped teaching rooms which provide pleasant learning environments. Learners are highly motivated and attentive, and attendance at functional skills lessons is very good.
- Rigorous initial and diagnostic assessment ensures that learners are placed on the right-level course. Clear and measurable targets are in place for functional skills development and progress is monitored well.
- Functional skills staff provide learners with high quality advice, guidance and support, and work closely with vocational staff to ensure good links between both aspects of a learner's programme. Additional support is very flexible and designed to meet individual needs, including workshop slots for those who miss a lesson or need extra help to understand a topic.
- A culture of inclusivity, respect and meeting learners' individual needs underpins all the work of the department. Diversity is well integrated into the curriculum, in terms of styles of learning, materials used and topics taught. For instance, in one session, learners developed their understanding about stereotypes and equality issues through a discussion based on an article about a Muslim woman not being allowed to wear the headscarf.

The effectiveness of leadership and management**Requires improvement**

- Senior managers and governors are reshaping the college's strategy with a well-founded plan for the future. Close work with schools and employers is leading to a clear vision for the college to play a central role in the regeneration of the area. Early indications of success include the expanding number of learners aged 14 years or more, but it is too early to judge whether college plans will ensure it meets its enrolment targets, which has been an issue in recent years.
- In spite of improving success rates, the college has underperformed against its own improvement targets for the past three years. Leaders have not been successful in improving outcomes consistently because learners retention on courses has been below target and improvement measures have not yet had sufficient impact.
- The senior team has been reorganised to allow a greater focus on college targets, including those relating to improvement and retention, and early findings indicate that these are starting to show positive results, notably the improved retention in the current year.
- The governing body shows good awareness of the issues facing the college and has strengthened its ability to challenge senior leaders to meet targets. Training for board members is in place to support this. For example, although members receive detailed reports on outcomes for learners, they have not always been sufficiently well informed about national measures of learners' progress to enable them to judge the college's performance.
- Self-assessment is thorough and ensures the college identifies key areas for improvement as well as strengths. Some grades awarded by inspectors were lower than the college grades, as inspectors put more emphasis on the slow pace of improvement. Inspectors also found too much variability in the quality of action plans to address issues, with some measures of performance being explicit and measurable but not all.
- Learners are very positive about the extent to which the college listens to their views and informs them of actions taken as a result, for example, re-scheduling assignments on some courses. The college recognised that employers' views were not sought systematically in previous years, and has expanded employer boards into more curriculum areas this year.
- The college offers a broad vocational curriculum. It has implemented an effective range of strategies to improve liaison with local schools and employers to redesign the curriculum in order to better meet the employment needs of local businesses.
- The college plays a key role in collaboration with partners to re-engage young people not in education, training or employment. This has resulted in a well-planned programme leading to positive outcomes. The college has developed detailed plans with employers for a curriculum for those aged 14 years or more linked to employment, and demand for places greatly exceeds supply.
- Target-setting for individual staff is under-developed. In previous years, staff were not always held directly accountable for the success of their students. A redesigned employee review process is being implemented in the current year, which provides much clearer lines of accountability.
- Although the self-assessment report overstated some strengths in teaching and learning, inspectors agreed with the college's overall judgement. Staff training is provided appropriately to respond to areas for improvement identified during lesson observations and other areas for development identified by managers. Teaching and learning practitioners mentor teachers who require support. Occasionally, the college's systems for monitoring teaching fail to identify an area for improvement.
- Equality and diversity are promoted satisfactorily at college level, but with some variation across courses. Data are monitored well to identify any differences in the performance of different groups. College chaplains from the governing body visit the college weekly to provide spiritual and moral support to students of all faiths and none. To foster multicultural understanding, they arrange educational visits for learners to places of worship for different faiths.

- The college meets its statutory requirements for safeguarding learners. Appropriate attention is paid to health and safety. College security is good and learners feel safe.

Record of Main Findings (RMF)

Redcar and Cleveland College

Inspection grades are based on a provider's performance:					
1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships
Overall effectiveness	3	2	3	3	3
Outcomes for learners	3	2	3	3	3
The quality of teaching, learning and assessment	2	2	2	2	2
The effectiveness of leadership and management	3	2	3	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Engineering	2
Construction crafts	3
Hairdressing and beauty therapy	3
Foundation English and mathematics	1

Provider details

Redcar and Cleveland College	
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	Full-time: 1266
	Part-time: 867
Principal/CEO	G Groom
Date of previous inspection	April 2009
Website address	www.cleveland.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)								
Full-time	127	11	277	82	428	122	NA	NA
Part-time	41	294	26	180	26	147	1	40
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	31	72	13	23	NA	NA		
Number of learners aged 14-16	393							
Number of community learners	16							
Number of employability learners	374							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Flexi Training (North East) Ltd ■ Construction Skills ■ TTE Technical Training Group 							

Additional socio-economic information

The college is based on a single site in Redcar. It serves a diverse coastal and rural economy. Unemployment in Redcar and Cleveland is above the national average, as is the proportion of the population that has no qualifications. The proportion of pupils attaining five or more GCSEs at grades A* to C has increased in recent years but remains below the national average, and around 75% of students recruited to the college have not achieved this on entry. The college recruits around 4% of its learners from minority ethnic groups, which is above the proportion in the local area.

Information about this inspection

Lead inspector

Sue Harrison HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the college's Director of Quality as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

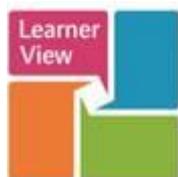
What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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