

The Workers' Educational Association

Specialist designated institution

Inspection dates		9–13 December 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Students achieve well. They improve their personal, social and employability skills as a result of attending classes.
- The large majority of students on courses that lead to a qualification make good progress, at times from very low starting points.
- Good provision is established and managed skilfully over a large geographical area and in a multitude of community settings. It is responsive to the needs of community groups and attracts a broad cultural mix of students.
- Tutors have high expectations of students and use their subject expertise to provide stimulating and interesting sessions. The large majority plan sessions well and are thoughtful and resourceful in how they approach their work in the classroom. Managers, support staff and volunteers display similar levels of care.
- Students benefit from regional programmes, which encompass a vibrant mix of starter courses to support students back into learning, advanced courses, cultural opportunities and work-related learning. Much is provided in conjunction with specialist partner organisations.
- Leaders and managers at all levels create good learning strategies and robustly engage with the delivery of provision to support and improve the life chances of disadvantaged communities and individuals. Many students benefit from programmes that give them the knowledge, skills and confidence to volunteer within their community.
- The governance of the WEA's altruistic purpose and quality is particularly well served by loyal and effective volunteers and good managers at all levels.

This is not yet an outstanding provider because:

- Not enough teaching and learning are outstanding.
- Managers inadequately summarise evaluations in good or better learning sessions and insufficiently communicate information about national and regional variations in learning.

Full report

What does the provider need to do to improve further?

- Reduce the regional variations which exist in achievement.
- Improve lesson observation summaries to ensure that the differences between good and outstanding teaching, learning and assessment are clear and distinguishable.
- Build upon the better practices in information, advice and guidance to inform overall improvement.
- Sharpen target setting for students.
- Instigate professional development to embed the improvements needed to move from good to outstanding.
- Employ more modern techniques to enhance learning, capture data and attract new members with new ideas into the organisation from an even greater range of backgrounds.

Inspection judgements

Outcomes for learners	Good
------------------------------	------

- Outcomes for students are good. The vast majority of students on courses that lead to a qualification make good progress, sometimes from very low starting points, and achieve their qualifications at a high rate. Those who complete courses or activities that do not lead to a formal qualification also make good progress and enjoy their learning.
- Tutors set group and personal learning goals for most students at the start of each course. However, the quality of the individual learning goals varies considerably and in a minority of cases the goals set are too general and do not focus on the personal achievements or improvements that the student wants to, or could, achieve by undertaking the course. In a small minority of cases, the goals set do not reflect the good learning that takes place.
- Managers monitor the achievement of different groups of students and there are no significant differences nationally. However, managers have identified some small regional variations in the proportion of different groups of students who achieve their qualifications or personal goals. Managers have not yet set suitable actions to close these gaps.
- Students across a wide range of subjects produce good quality written and practical work. A few have been able to put their new talents to greater use and earn money by selling their work. For example, art students have had their work published in national magazines, jewellery students sold their work at a community event and creative writing students spoke at a conference on mental health.
- Students make good progress in the development of their English and mathematics skills in dedicated classes. The development of English and mathematics skills in a minority of other subject classes is variable and requires improvement.
- The vast majority of students develop or improve their personal, social and employability skills as a result of completing their course. Incoming migrants develop their English skills well, but also find that their gains in confidence empowers them to make other positive changes in their lives, such as supporting their children with homework, asking questions at parents' evenings or successfully applying for jobs. Students on community health education courses improve their fitness levels, their diets, develop their social lives and reduce their isolation as a direct result of attending a course or activity. Those on special interest courses, such as First World War history, develop a better understanding of some of the key events of the time, which enhances the value they gain from visiting battlefields.

- Opportunities by students to progress to a wide range of further learning, employment and volunteering opportunities are readily taken. In a few key subject areas, such as Trade Union education and supporting teaching and learning in schools, there are good rates of progression to higher level courses that lead to a qualification. Just under one quarter of students report that they pursue volunteering opportunities, either in WEA classes, which helps to raise aspiration in further groups of students, or with local societies and community organisations. Systems for collecting data on progression and destinations at the end of courses are underdeveloped and require improvement.

The quality of teaching, learning and assessment	Good
---	------

- The quality of teaching, learning and assessment is good as reflected in the good outcomes for students. The well-taught curriculum encompasses a vibrant mix of courses. A minority of students continue with their learning to greater depth. Others benefit from undertaking citizenship programmes, that give them the knowledge and skills to contribute to the work of small local community organisations, housing associations, primary schools or women's groups.
- Students make good progress because their tutors teach well and have the highest expectations of them; they benefit from inspired, caring and supportive tutors, staff and volunteers.
- Tutors have high expectations of students and use their subject knowledge well to provide stimulating and exciting sessions. Many have a teaching qualification, but those who do not are well supported by managers and typically complete appropriate qualifications within six months. A significant number have progressed from being former WEA students or volunteers.
- The vast majority of lessons are well planned; tutors skilfully enable students to settle, learn swiftly and make good progress. They adopt an appropriate variety of approaches and activities. For example, in role-play sessions, students develop their written and spoken English skills well by developing a scenario to present to the rest of group. Students overcome their anxiety, speak confidently and enjoy themselves while learning.
- Tutors have a very good knowledge about the needs of minority groups who may ordinarily face barriers in accessing education. Their teaching enables all students to make good progress and fulfil their potential, irrespective of their previous educational attainment and experience. Tutors and support staff are adept at ensuring that students with learning difficulties and/or disabilities succeed in sessions.
- In the occasional, less effective lessons, planning is not sufficiently detailed and does not always identify the ways in which individual students' goals will be achieved.
- Information and learning technology (ILT) is used effectively in many lessons, although in some rural or community venues too little is available. The use of blogs, technology to promote remote learning and the virtual learning environment needs further development.
- Initial assessment and, where appropriate, diagnostic testing of English and mathematics are used effectively to identify what students need to do to improve and to set targets. Where tutors do this well, the targets are developed and agreed with individual students who then receive regular, detailed and helpful feedback during even the shortest courses. These students also get comprehensive end of course assessments of their progress toward, or achievement of, their personal goals. However, this information is not always used to set appropriately detailed and challenging learning targets.
- The quality and standard of most students' work is good and the vast majority benefit from detailed and accurate written and verbal feedback based on careful monitoring of their progress; this enables them to understand clearly what they need to do to improve. For example, in an art class with students of very differing abilities using different media, the tutor skilfully assessed progress and gave helpful feedback, which enabled students to improve. This was reinforced with clear written feedback in art portfolios, which showed rapid improvement in students' artistic ability.

- In the short vocational courses, students' written and verbal English skills are improved through tutors correcting grammar and spelling errors in written work. Opportunities to develop students' ability in mathematics and information and communication technology are, however, not always taken, and this requires improvement.
- The quality of information, advice and guidance varies across subjects and regions. Most students receive good information and advice before they commence courses and before they progress on to higher level courses. Not all students who need it get sufficiently clear and useful guidance from their tutors, to help them move on to other educational opportunities, volunteering, training or employment. This too requires improvement.
- An inclusive culture evident across the organisation and, in particular, within classes makes students feel welcome and ready to learn. A broad cultural and social mix of students is attracted to the provision and tutors are adept at drawing upon students' own experiences to develop cultural awareness and tolerance.

Arts, media and publishing

19+ Learning programmes Community learning

Good

- Teaching, learning and assessment are good and reflected in the high proportion of students who successfully complete their courses and achieve their learning goals. Good teaching and learning methods enable students to acquire, practise and refine skills and extend their understanding of the arts.
- Students develop confidence to explore creative mark-making, creative writing, reading poetry to others, performing in musical ensembles and producing craftwork. They are challenged by interesting and inspiring projects.
- Tutors provide good care, support and coaching that encourage students to focus on their work, make progress on projects and create good functional and decorative artworks and garments. Sensitive and student-centred approaches consolidate good learning for more vulnerable students.
- Tutors' good subject knowledge enables students to realise their creative ambitions and develop competence in the use of specialist equipment and resources, resulting in imaginative and detailed work. Tutors carefully plan their sessions which support participation and foster cooperative learning. Good accommodation in partner venues within housing estates, libraries, theatres, museums and community organisations promotes effective learning.
- Students, skilfully facilitated by tutors, make good use in art sessions of digital photography and film to record work, which is celebrated and shared on social media sites and blogs. Tutors plan and deliver projects that effectively utilise technology and benefit those students who create digital art on mobile devices. However, in a minority of sessions tutors underuse learning technologies to enhance and illuminate learning in the creation, research and assessment of work.
- Individual learning plans capture clear targets but, in a minority of cases, the targets do not have a sharp enough focus. Tutors provide reliable specialist feedback which reinforces learning and enables students to apply what they have learnt to good effect. In a poetry and performance session, insightful feedback from the tutor meant that students understood how their learning session could be enhanced by using a broader range of more innovative approaches. However, tutors do not utilise a wide enough range of effective assessment strategies to support students' understanding of progress.
- Students, through well-directed teaching, benefit from practising mathematical calculations within dressmaking, card-making and instrument-making sessions. They also practise written and spoken English very effectively. However, too many tutors do not explicitly link functional skills with the learning aims of the programme within their planning.

- Course information is comprehensive and clear, although a minority of learning goals are not expressed as clear outcomes. Staff use enrolment processes rigorously on higher level art courses. On courses where students require intensive guidance they benefit from additional initial assessment and get good learning support. Tutorials and reviews support learning well, particularly for those more vulnerable students, such as those residing in hostels. Students benefit from the providers' good links with relevant support organisations.
- The promotion of equality and diversity is good and sessions are characterised by respect and inclusion where students' views and life experiences are valued. An appreciation of cultural diversity is explored in the curriculum, for example within ceramics, poetry and performance. In art history, students looked at the role of women as war artists.
- Students with different abilities participate well in classes and enjoy plentiful peer support. They develop knowledge collaboratively. A theatre group, which includes students with learning difficulties and/or disabilities, explored well personal identity relating to the perception of disability leading to a public performance and a display of their art.

Information and communication technology for users

Good

**19+ Learning programmes
Community learning**

- Teaching, learning and assessment are good, enabling students to develop good and useful information and communication technology (ICT) skills. Many students have very low levels of prior skills; they progress well, for example learning to use email for the first time to communicate with relatives abroad. Others use standard software with confidence to write letters and curricula vitae to help them gain employment. One student, who had no previous experience of using a computer, was enthusiastic about having learnt how to use the mouse and log on for the first time.
- Students are inspired and motivated by their tutors. Many comment enthusiastically on how their tutors have helped them to make more progress than they had expected. The rapport that tutors develop with their students is excellent. Tutors know and understand students' individual learning needs and work with them in a caring, productive and encouraging manner.
- In the best lessons tutors use humour well to engage students and make learning fun. They plan lessons well, use a good range of activities and ensure that the pace is lively. Students enjoy their lessons.
- Tutors plan lessons well. For example, one tutor writes detailed plans for every student for every lesson, with clear, challenging targets for what should be achieved in that lesson. In some lessons the speaking and listening skills of students with English as an additional language are well supported by tutors. Teaching assistants are used well to give extra support to students who need it.
- Assessments are fair and accurate. Feedback to students is particularly good and given sensitively. After assessing their work, tutors praise students for what has been done well and give them clear feedback on how they can improve further. During lessons tutors use effective questioning techniques, encouraging students and helping them to consider aspects beyond their initial response.
- Targets in individual learning plans are too often generic and mostly relate to the completion of the course or the qualification rather than focusing on what will be learnt. Students' personal goals for the programme are too often not sufficiently challenging, specific or measurable, making recognition of achievement difficult. Students' completion of their learning diary is too often a list of tasks that have been completed, rather than detail on what has been learnt.
- Students' levels of mathematics and English are not sufficiently assessed at the start of the course, although their ICT skills are. Where a mathematics or English need is identified during

the course, the tutors provide assistance, although many have not been trained sufficiently to do so.

- The level of information provided prior to the start of the course is appropriate. The range of guidance given at the end of the course is good and includes information about the next steps that the WEA offers, as well as courses offered by other local providers. Students are also given useful information about wider options including volunteering, both within the WEA and externally.
- Tutors promote equality and diversity appropriately. They use learning materials and examples that reflect the diversity of the population. There is an atmosphere of mutual respect in lessons.

English for speakers of other languages

19+ Learning programmes Community learning

Good

- Teaching, learning and assessment are good and this is reflected in the good progress made by students and the attainment of their learning goals.
- Students build their confidence and independence and develop their language skills through good support and teaching. Students apply their newly acquired skills in everyday life situations, for example by communicating effectively with teachers at parents' evenings and by reducing their reliance on family members to provide interpretation.
- Tutors have high expectations and adopt well-considered learning strategies that help students feel at ease and participate in lessons. They are very responsive to students' needs and work effectively with culturally diverse groups. The standard of students' work in sessions is good; the students take pride in their work and maintain well-managed files.
- In the better lessons, tutors use well-prepared and relevant resources and select meaningful topics to enhance learning. Students participate well and much peer support is evident, with students often working in collaborative and engaging activities. In one example they worked well in groups to place furniture in a room to develop their understanding of how to use prepositions accurately. They share ideas and practise using new language structures to ask questions, discuss illnesses and symptoms, name common foods, and give and receive directions.
- Tutors are suitably qualified and experienced. They plan learning well and organise a good range of activities for students of different ability levels. They are highly responsive to students' needs and skilfully motivate and involve them in learning. In a good lesson all students learned to spell common words accurately and to use new vocabulary in the construction of sentences, while more able students were extended to increase their use and understanding of punctuation. Tutors do not use information and learning technology sufficiently and students rarely use the available computers to develop their language skills.
- Students benefit from regular assessment which helps them to identify their progress and to set personal targets and goals. Most tutors monitor students' progress regularly in lessons. They refer students to well-prepared individual plans and both group and individual targets in lessons. In one lesson, students participated well in a whole class discussion and then presented their ideas to the class; the tutor then effectively consolidated the learning and recorded progress in individual plans.
- In a few cases, students' individual targets are too general. Learning outcomes are often a list of tasks and do not always help students understand what they need to do to improve their language skills.
- Tutors provide satisfactory feedback to students. Feedback on written language is mostly good; however, students do not always benefit from sufficient correction of their pronunciation to ensure they are easily understood and become more fluent in speaking. Questions asked by

tutors are not always constructed to meet the learning needs of all students; too often only the more confident students respond.

- Advice, guidance and support are good. Initial and ongoing assessments identify students' abilities accurately. Tutors, volunteers and support staff provide good direction. Highly effective one-to-one additional support is provided by experienced learning assistants, who provide ample support to students with learning difficulties. As a matter of course, students are encouraged to extend their skills and knowledge, continue with their studies and gain additional qualifications or employment.
- Course locations are well chosen and maximise students' ability to participate in learning, for example at primary schools and children's centres for students with family commitments. Learning is inclusive and students form very productive relationships with each other and with staff. Tutors integrate topics of other cultures and increase students' knowledge and understanding of living in the United Kingdom well. In the better sessions tutors use naturally occurring topics such as Christmas or family events to explore and compare cultures and religions. A tutor used a quote from Nelson Mandela to involve all the students in lively, topical discussion which focused well on approaches to overcoming racism.

Foundation English and mathematics

**19+ Learning programmes
Community learning**

Good

- The quality of teaching, learning and assessment is good and is reflected in good outcomes for students. Students successfully achieve their learning goals and external qualifications and success rates are above national rates. They fully recognise the importance of mathematics and English skills in contributing to an increased participation in society and in improving their career goals. Overall, students make good progress and most successfully achieve their learning aims and qualifications. Managers and teachers monitor attendance and follow up on absences well.
- Tutors have high expectations of students. They encourage them well, are sensitive to existing low skill levels and build on small successes. Lessons include a range of active learning tasks, which increase interest and enjoyment and extend students' understanding of topics such as 'headings and features' in English and 'scale' in mathematics.
- Students build progressively on previous learning and knowledge. They enjoy learning English and gain in confidence. This results in them speaking comfortably in their group, skilfully supported by tutors who guide students in how to structure and participate in discussions. Teachers guide and encourage independent learning, enabling students to research newspaper articles and articulate their views well.
- In a good, interactive mathematics session, students of mixed ability were all appropriately challenged and attempted with confidence the tasks set. The tutor quickly addressed errors made by students and provided them with very clear explanations and tips, which built on their understanding of key concepts. Students responded well and asked probing questions before practising and applying their newly developed skills.
- Experienced and enthusiastic tutors provide well-planned and interesting sessions. They have a good understanding of the individual learning needs of students and recap and build students' knowledge and understanding well. In a very good session the tutor skilfully addressed students' weaknesses in English and mathematics. As a result they improved their spelling of key mathematical terminology before completing calculations.
- In a few lessons, teachers do not provide sufficient active learning opportunities and not all students are fully involved. In one instance the majority of students were not sufficiently challenged by the activities set by the teacher, who spent too much time working individually with a less able student.

- Tutors assess students' starting points accurately when the students enrol on the course; however, they do not always use the outcomes of initial and diagnostic assessment to plan the content of learning. In a few cases, learning outcomes set in lessons are often for the whole student group and are not always specific or measurable.
- Tutors assess learning and monitor progress frequently; however, in a few cases, individual learning targets set with students are too broad. Tutors' monitoring and recording of progress are not consistent and lack rigour.
- Information, advice and guidance are good and students are guided to improve their skills to achieve their aspirations for further study and employment. Many students gain important life skills and are supported well by tutors to consider how they use their newly acquired skills.
- The promotion of equality and diversity is good. Tutors make effective use of an equality and diversity checklist to plan course content, teaching and learning resources and classroom activities.

The effectiveness of leadership and management

Good

- The Chief Executive and trustees have a clear and ambitious vision for the WEA. It is shared by all who lead, manage and contribute to delivering learning provision in this very large and complex national community learning organisation. There is a strong desire to modernise the way that managers and teachers plan and deliver learning and communicate in order to move from a good to an outstanding provider.
- Teaching, learning, assessment and outcomes have been consistently good over a number of years. The management style and the ethos of the organisation have remained strong since the previous inspection.
- Strategic managers provide good support and challenge to the nine regions, each of which operates relatively autonomously.
- Performance management is sufficiently robust. Managers visit regularly the large number of dispersed classes within their respective regions and evaluate and record well the learning that takes place. They moderate their observations carefully and resolve situations where teaching is less than good. A well-constructed aide-memoire ensures observers capture, at least adequately, what students learn. In a small minority of observations, the differences between good or better grades awarded are not always sufficiently distinguished.
- The self-assessment report is accurate. Measures to ensure that its production is well informed by the views of the WEA's membership, volunteers and students work well. The report captures most salient points astutely. Managers identify strengths and areas for improvement in outcomes, although they insufficiently recognise and report on regional variations. The means by which managers use technology to collate and analyse national information on the quality of teaching and learning are insufficiently comprehensive.
- Regional quality improvement plans show clear targets for improving provision and are used to monitor progress. Information on the actions needed to narrow achievement gaps in a few subject areas is, however, lacking.
- A key strength of the organisation has been, and continues to be, the strong historical bond that exists between employees and volunteer members of the organisation. Managers at all levels, volunteers and trustees are custodians of quality and play an active role in establishing the provision for the wide range of students the WEA serves. The partnership is successful at determining the right balance between national learning priorities, such as English and mathematics, and local provision that includes older students in learning. In addition, regional managers create a great many initiatives throughout the country through well-established or newly-created partnerships. One example is the work that goes on nationally to support parents into working as teaching assistants. The WEA is particularly effective at responding to suggestions for new courses.

- A wide range of adults from different backgrounds participate in learning nationally at a variety of community settings and teachers and students work together highly effectively to improve students' life chances, combat isolation and raise aspirations. Managers are beginning to make good use of social media to exchange between tutors in different regions ideas about embedding equality and diversity in lessons. This is further enabling equality and diversity practice to reach all areas of the widely dispersed provision. Teachers are extremely adept at teaching students from a variety of backgrounds and with very different needs, and empower them to make good gains in their learning or achieve qualifications. Managers have established a safeguarding structure and skills in management that support the needs of students and underpin a good duty of care for adults.

Record of Main Findings (RMF)

The Workers' Educational Association

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Arts, media and publishing	2
ICT for users	2
English for speakers of other languages (ESOL)	2
Foundation English and mathematics	2

Provider details

Type of provider	Specialist designated institution							
Age range of learners	19+							
Approximate number of all learners over the previous full contract year	Full-time: N/A							
	Part-time: 64,872							
Principal/CEO	Ms Ruth Spellman Chief Executive/General Secretary							
Date of previous inspection	March 2008							
Website address	www.wea.org.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	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	-	-	-	-	-	-	-	-
Part-time	-	16925	-	10919	-	6823	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	-	-	-	-	-	-	-
Number of community learners	12,600							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

Contextual information

The Workers' Educational Association (WEA) is a democratic and voluntary adult education movement, seeking to widen participation in education. It covers England and Scotland. The Ofsted inspection covers England only. The WEA operates through nine regions and has provision in nearly all local education authority areas in England. Courses are provided through the regional structure and volunteer-led branches, often in partnership with local community groups and organisations. The WEA has 60,000 members. In 2012/13 there were 114,000 enrolments on over 9,000 courses in England. Social purpose underpins much of its vision and its curriculum is organised around the themes of community engagement, health and well-being, employability and culture. There are courses across most sector subject areas, the largest being crafts, creative arts and design; history; ESOL; sport, leisure and recreation; and ICT.

Information about this inspection

Lead inspector

Tony Gallagher HMI

Three of Her Majesty's Inspectors (HMI) and nine additional inspectors, assisted by the Education Director (Quality) as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on students' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and partners; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

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, 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 4234, 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 provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013