

Independent Training Services Limited

Independent learning provider

Inspection dates		10–14 March 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
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:

- A large majority of learners on the study programme progress to further education, training and employment.
- All learners develop good vocational, personal, social and employability skills.
- In the current year a very large majority of apprentices have successfully completed their qualifications, moved on to higher-level qualifications and qualified for full-time jobs.
- All learners benefit from good teaching, learning and assessment.
- Support for learners is very good.
- Strong leadership and good governance have significantly improved the provision over the past 12 months.
- Strategies to improve the performance of subcontractors have been particularly effective.
- The response to local needs and priorities, and working with other partners, is good.

This is not yet an outstanding provider because:

- Not enough learners in the study programme for employability gain English qualifications.
- The high rate of progression from the study programme and the much improved success rates for apprentices have not yet been sustained over a period of time.
- The way learning is planned and recorded for individuals in the study programme does not give sufficient detail.
- Insufficient 16 to 18-year-olds are involved in apprenticeships.
- The work to establish an accurate and consistent management reporting system on apprentices' progress is not yet complete.

Full report

What does the provider need to do to improve further?

- Improve the development of English in the employability study programme by ensuring tutors correct work and give accurate and timely feedback.
- Achieve a high rate of progression from the study programme over a period of time by sustaining and improving the already good information, advice and guidance provided and by ensuring the plans to establish clear vocational pathways are implemented.
- Achieve high success rates for apprenticeships over a sustained period of time by closely monitoring progress and retention on all apprenticeship programmes and by completing the work on the electronic progress monitoring system so that management reporting at all levels is consistently accurate and slow progress is identified and addressed quickly.
- Plan learning in the study programme for individuals identifying more clearly the specific skills they need to practice and learn in order to make progress to the next step.
- Involve more 16 to 18-year-olds in apprenticeships by implementing strategies to widen the areas in which promotion and recruitment takes place.

Inspection judgements

Outcomes for learners	Good
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- Most learners make good progress, achieve their learning goals and gain qualifications. The number of learners who progress from the study programme into further education, training and employment is high.
- The large majority of learners leaving employability training in 2012/13 achieved functional skills in mathematics and information and communication technology. The majority of learners achieved English functional skills qualifications although the pass rate required improvement.
- The majority of apprentices succeed and qualify and the overall success rate for apprentices in 2013/14 based on the provider's own data is high. Most apprentices currently in training are making good progress. The number of apprentices who progress to higher-level qualifications and into jobs as qualified workers is high. Success rates in previous years were not as high and declining although the majority succeeded in 2012/13.
- A few gaps in achievement exist between different groups of learners which Independent Training Services Limited (ITS) has correctly identified and is working successfully to reduce.
- Learners develop good skills and improve their English and mathematics. They develop a good understanding of the importance of these skills to their future careers. Many are able quickly to apply new knowledge in work and develop confidence. Learners are confident in planning and completing tasks at work and in practical sessions in the training centre. The standard of work produced by learners in the study programme is particularly good.
- Apprentices develop good skills and make valuable contributions in their job roles at work. For example, administration learners use modern office technology confidently and demonstrate business knowledge and understanding in dealing with customers. Retail apprentices develop skills and knowledge that are highly relevant to their employment in goods delivery, staff deployment and waste management. Apprentices in care programmes demonstrate good skills and attitudes in supporting clients to maintain daily living and in showing empathy and giving respect.
- Learners enjoy their programmes and many in the study programme value particularly the opportunity for work experience and to have a second chance at gaining qualifications after not achieving anything before.

- All learners develop their personal, social and employability skills well. They improve their behaviour, self-confidence and interpersonal skills. Learners improve particularly well their ability to relate to others and work cooperatively as part of a team.
- Staff place a strong emphasis on the importance of attending training and being punctual in the study programme. Attendance and punctuality have improved and the current attendance rate is good. Behaviour in the training centre is good. The atmosphere is positive and staff and learners work well showing mutual respect.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good overall, reflecting the increasing proportion of learners who now achieve their qualification and progress to further education, training and employment. Learners are well motivated and value the opportunity given to them to develop their skills either in, or in preparation for, employment. They develop confidence in using the everyday skills needed for employment and appreciate the benefits these skills give them for their future lives and careers.
- Training managers have high expectations and their commitment and support helps learners make good progress from their starting points towards their learning goals. Visits to apprentices' work placements are regular and very flexible to accommodate differing work load and shift patterns.
- Outstanding support is provided for learners' personal needs to help them remain in learning and work towards success even where their domestic, financial, health, housing or other circumstances are challenging. Aspects of this support are provided across all of the provision including that delivered by subcontractors, ensuring all learners under the care of the company can benefit. Learners recognise and value the support they receive and this was reflected strongly in the views learners registered through the Ofsted survey prior to the inspection, which had a high response rate.
- Teaching and learning sessions are well planned and engage learners by means of extensive use of activities with good preparation, use of visual aids and participative learning methods. Good use is made of questions in the predominantly small groups at the centre and in the one-to-one learning sessions held in the workplace. Training managers are aware of the helpfulness of incorporating wider learning into sessions beyond immediate qualification requirements. Most make good use of opportunities arising from topics, for example, considering the safeguarding implications for care learners when returning home from shift work late at night.
- Learning resources are good. Training managers are now well equipped with computer equipment, which they use with increasing effectiveness on employers' premises to gather and store evidence of learners' competence and review their progress. Learners are encouraged to use their own mobile phones from which they can access their portfolio and progress records. Insufficient computers in a few study programme classes hinder development of independent learning and research skills.
- Initial assessment is effective and encompasses a broad range of skills to help ensure a good match of learner to programme and, if an apprentice, to their placement. Specific additional needs such as aspects of dyslexia are assessed. However, introduction of this more specialist approach to initial assessment and subsequent support is recent and the effectiveness is not yet fully evaluated. Individual learning plans form a useful log of learners' activity but those used in the study programme do not record sufficient detail of the specific skills individual learners need to develop.
- All staff understand the priority for raising attainment in English and mathematics and incorporate this into their work with learners effectively in many cases. Apprentices who have already achieved the minimum required qualifications in English and mathematics are encouraged to study further. Many gain higher-level qualifications to help them achieve their aspirations. On the study programme a small group are undertaking mathematics GCSE to help raise attainment and progress. Most work is of good quality in relation to the level of

programme being followed. Marking of work and feedback for learners is usually prompt and tutors give detailed verbal feedback. Most work on the study programme receives helpful written comments and appropriate and sensitive correction of spelling, grammar and punctuation. A small minority is not corrected sufficiently to support learners to improve their written English skills

- Information, advice and guidance for learners are good. Specialist advice and guidance tutors provide information before and during training. All learners benefit from time with them, and particularly in the study programme, to help them consider the next step, apprenticeships or other options.
- Promotion of equality and diversity is good. For example, a session for level 1 hospitality and catering encouraged learners to reflect on a previous session when they had prepared food for an open event and to consider how well this had catered for specific visitor needs such as those with diabetes or religious preferences. The company identifies excellent 'hot topics' each month and provides initial resources to help training managers incorporate relevant and stimulating themes which widen learning and extend learners' progress. Topics including *The Human Rights Act*, safety online, stress, and manual handling, and many others are effectively used with learners to increase their understanding of equality and diversity, safeguarding and health and safety.

Health and social care

Apprenticeships

Good

- Teaching, learning and assessment in health and social care are good as reflected in high achievement levels so far in 2013/14 and the good progress made by current learners.
- Training managers use their expertise and experience well to support and train apprentices. They plan sessions well and meet the different needs of apprentices. Apprentices benefit from and value the effective training and coaching sessions provided at work by training managers. They individualise training well and use a range of high-quality resources related to the work context very effectively to support learning. Training managers make frequent visits to assess and monitor learning and progress. Apprentices have access to a range of online resources through the e-portfolio, which they can and do use at any time.
- Good questioning techniques deepen understanding and very good use is made of the activities in the workplace to enable apprentices to practise skills and reinforce understanding. For example, one training manager used reflective learning techniques very well to establish which tasks were undertaken confidently and which might need further improvement. This resulted in the apprentice having further coaching and practise in writing care plans and opportunities to develop written English skills.
- Training managers motivate apprentices and ensure they understand the requirements for high standards of work. They challenge effectively and apprentices respond, using independent learning skills and producing high standards of work. For example, one apprentice produced very detailed and well-informed work on safeguarding in the context of residential homes for the elderly, showing a depth of knowledge and understanding of sensitive issues such as the tensions between personal liberty and other people's safety.
- Apprentices increase their confidence and develop personal, social, teamwork and employability skills which employers recognise and value. Employers are appropriately involved in planning, training, assessment and reviews of progress. Generally progress reviewing is good but in a few cases plans for what to do next do not have sufficient detail to inform the action required.
- A good range of methods and technologies are used to assess apprentices in the workplace, with observations used extensively and employers' contributions to assessment managed well. A

very thorough but flexible approach to assessment ensures apprentices' learning is rigorously checked. Teaching, learning and assessment visits take account of shift patterns and this supports the good progress learners make.

- Apprentices help shape their learning programmes in conjunction with their employer and training manager. This ensures they follow a route best suited to their job role. Results of initial and diagnostic assessment inform individual learning plans effectively.
- Support for apprentices to achieve their functional skills is available and this works well. The standard of apprentices' work is good and this is supported by strong evidence in their e-portfolios. Training managers ensure the integration of English and mathematics into learning, which supports the development of these skills. Training managers use the support of a functional skills coordinator to tailor the support required for individual apprentices. A majority of apprentices acquire their functional skills at a level higher than required for their qualification, which inspires them to go on learning.
- Information, advice and guidance are good and effective in supporting learners to make appropriate career choices. Guidance is detailed and realistic. However, some information about progression routes is out of date.
- Training managers effectively promote equality and diversity during teaching, learning and assessment sessions. Apprentices have a very good knowledge of equality and diversity, which they apply well in the way they carry out their jobs with clients and other workers.

Employability

Good

16-19 study programmes

- Teaching, learning and assessment are good. This reflects the high progression rates for 2013/14 leavers and the good development of learners' employability, personal and social, skills in lessons and during work experience. Learners demonstrate an in-depth knowledge and understanding of their subjects. Most learners are 16 to 18-years-old and many have low school-achievement levels and a significant minority come with a very poor school attendance record.
- Personal support for learners by ITS staff is outstanding. Staff are suitably qualified and use their expertise with empathy and provide good role models for the learners. Learners with complex personal needs are supported very well enabling them to engage and remain in learning. Individual specialist counselling on substance misuse and sexual health matters is provided and is supported well by group awareness raising sessions.
- Financial support for attending interviews includes clothes, travel and food costs, reducing the burden on lower-income families; this has contributed to the increased number of learners attending work experience. Tutors work very well with individual learners' daily support needs and settle them into learning effectively. Breakfast and lunch is available free of charge for learners at the centre.
- Learners make good progress in learning sessions. Tutors provide useful feedback to learners on how to improve their work. Learners develop good employability skills. Attention to timekeeping, the ability to follow instructions and responding to a suitable dress code are examples of routine learning outcomes which tutors reinforce well.
- Tutors are skilful at using a wide range of interesting and challenging activities. In a drug awareness lesson, learners played a board game significantly increasing their understanding of the social impact and health risks of drugs. The importance of skills including taking turns, being punctual and ready to learn are reinforced by tutors and demonstrated by learners. However, in a few lessons the less-able learners are not always sufficiently challenged.
- Individual learning plans are used but do not record sufficiently well the specific skills learners need to develop. The plans currently focus too much on qualifications and unit descriptors rather than the specific tasks and activities learners need to engage in to practise skills and

develop appropriate attitudes and behaviours. Consequently, while progress reviews develop learners’ confidence and motivation they do not yet provide enough information on which specific skills have been achieved and those which require further development.

- Learning resources are good and used well in lessons to engage learners and develop their knowledge and understanding. Practical activities are particularly successful. In one lesson, the tutor used a box of items for learners to pick from and tell a short story. This settled learners into learning well. However, access to computers in lessons is limited and some learners do not always get an opportunity to use them.
- Arrangements for the development of learners’ English and mathematical skills are good overall. In an enterprise lesson, learners made items to sell and raise funds for a nominated charity. The tutor was skilful in ensuring that learners had a good understanding of the process of enterprise, using calculations effectively to carry out costing and profit margins. In a GCSE mathematics lesson, the tutor provided clear, step-by-step instructions that encouraged learners to make outstanding progress in solving perimeter and area problems using algebraic and geometrical methods.
- Learners produce written work to a high standard taking care not to make errors. Most work is marked for spelling, punctuation and grammar. However, tutors do not always consistently correct work and give accurate and timely feedback.
- A good standard of information, advice and guidance is provided from which learners benefit. Learners are matched effectively to work experience placements, which ITS manages well. Specialist, qualified advice and guidance tutors provide good levels of information to learners on the suitability of training opportunities and appropriate work-experience options. Almost all learners participate in work experience to suit their needs. A wide range of suitable vocational options enables some learners to try a variety in order to help them decide a career path, and for others, a longer-term placement in preparation for higher level programmes. ITS has plans in place to improve further the way vocational pathways are offered and promoted.
- Learners have a good understanding of equality and diversity that is reinforced well in learning sessions. For example, tutors carefully reinforce the value of taking turns, respecting others’ opinions and cultural differences. Learners have a good recollection of induction topics including health and safety arrangements. Learners feel safe and enjoy their learning.

Administration	Good
Apprenticeships	

- The quality of teaching, learning and assessment is good and this is reflected in the high overall success rates for business administration apprentices in the current year and the good progress made by apprentices on the programme.
- Good support for apprentices by well-qualified and experienced training managers is valued highly by apprentices. Apprentices receive good personal guidance and support regularly and frequently during visits to the workplace by their training manager. The e-portfolio supports learners particularly well in planning assessment and recording progress. Together with other technology, including applications on mobile phones, apprentices are supported well for learning. For example, they can revise for technical certificate examinations on their phones while travelling home on the bus.
- Apprentices benefit from well-planned individual coaching with training managers who confidently use a range of technology including tablets and other learning technology to support learning and record evidence for assessment observations. Training and assessment are carefully planned and feedback is detailed. Apprentices are clear about what is expected of them and they make good progress towards their targets. Training managers make good use of

questioning to challenge and encourage learners and to promote reflective thinking and considered responses.

- Employers provide a range of internal training and experienced mentors support apprentices well. Apprentices improve report writing, time management and data-management skills, often through rotation in different departments and working to tight deadlines.
- The standard of apprentices' work is good overall. In some cases project work is of a very high standard and above the level required for the qualification. For example, administration apprentices demonstrate their knowledge and understanding in creative and interesting ways, using their skills in desk-top publishing and in some cases on their own initiative producing newsletters for their colleagues in the workplace.
- Apprentices' starting points are assessed through diagnostic and vocational assessments. Where they have already achieved the required level of functional skills for the apprenticeship framework, they are encouraged to and do take higher-level qualifications. Information for apprentices together with advice and guidance is provided effectively by training managers.
- Apprentices develop English and mathematics skills effectively and use them well in tasks at work. Training managers use workplace activities to reinforce and develop practical applications of skills, for example, through training for a spreadsheet application in the context of the specific job role. In one case an apprentice used the knowledge and skills acquired to monitor the business finances of the company and submit effective value added tax returns and tax calculations as a result.
- Apprentices benefit from well-managed and regular progress reviews at work. They receive clear feedback on their progress and what they need to do to improve. Reviews are regular with effective input from their employers. Training managers use the e-portfolio system confidently with apprentices to support progress reviews.
- Equality and diversity themes are included in learning sessions and reinforced well in reviews. Most apprentices show good knowledge and understanding and demonstrate, in the way they work with others, that they are able to use their understanding effectively in the workplace.

The effectiveness of leadership and management

Good

- Strong leadership has resulted in successfully managed changes and significant improvement to the provision since the last inspection. The senior-management team and the board have been strengthened. Decisive actions drive improvement to standards and bring about positive change to the management of the provision. The importance of the learners' experience is central to the way the organisation now works. The number of organisations ITS subcontracts with has reduced and the management and performance of the current subcontractors are now good.
- The positive impact of improvement on learners' progress and achievement is very clear to see in the current year. The number of learners progressing to further education, training and jobs has improved significantly and is now high. Success rates for apprentices have improved significantly and are high in 2013/14 based on the provider's own data. The new study programme has been introduced successfully and learners make good progress and produce good work.
- The board of trustees, managers and staff recognise the challenge to sustain high performance and they continue to strengthen the provision and invest in improving resources. Ambitious plans for further development of the provision are in place and they provide strong evidence for aspiration and the desire to achieve high standards, meet learners' needs and contribute to meeting local and regional priorities.
- Governance is good. The trustees play an active role in challenging and supporting the senior team. Highly effective strategic management, led by the board and senior team, provides a strong sense of purpose with clear aspirations for achieving excellence and high-quality provision for learners. The staff team work particularly well together and are very involved in

planning and reviewing operational performance and quality improvement. They have high expectations for the learners and set ambitious targets for further improvement.

- An effective quality improvement process improves teaching, training and assessment. Performance management, staff appraisal and well-managed continuous professional development all contribute effectively to improvement.
- Over the past 12 months leaders and managers have applied rigorous self-assessment and robust quality improvement actions that give momentum to drive the much improved performance. The restructured and strengthened board has the capacity to challenge, steer self-assessment and oversee improvements, which it does well. The record of improvement during this period is impressive and the current arrangements indicate good capacity to continue to improve.
- Regular systematic monitoring and evaluation of planned actions improves quality and raises standards. Effective use of data supports planning. Further work is in hand to maximise the benefits of the electronic progress monitoring system so that accurate and consistent management reporting at all levels quickly identifies slow progress by learners.
- Users' views inform changes and make a positive impact on the improvement strategy. Independent external surveys establish satisfaction levels with employers and learners and steer developments to the training programmes and support improvement. The learners' representative on the board provides a good channel for learners' views. ITS staff respond to the feedback learners provide, for example, by investing further in computer equipment for learners.
- Leaders and managers develop and change programmes particularly well in response to needs. The employability study programme meets the needs of learners providing a good range of vocational and other learning opportunities as well as work experience. Local and regional economic strategies inform planning. The introduction of new business and finance programmes and higher-level programmes reflects the skill needs identified for the region. The good response rate to the Ofsted survey by employers confirmed that employers believe ITS meets their needs well. Plans are in place to involve more 16 to 18-year-olds in apprenticeships by implementing strategies to widen the areas in which promotion and recruitment takes place. ITS recognises the need to involve more 16 to 18-year-old learners in apprenticeships but as yet has not met its own target for this.
- Good promotion of equality and diversity takes place across the organisation which together with well-formed strategies widens participation particularly through extending outreach work in the study programme. Staff are trained and confident in promoting equality and diversity in their day-to-day dealings with learners. Learners' conduct and behaviour demonstrates their awareness and respect for differences.
- Managers carry out accurate analysis of data to identify any differences in participation and achievement between groups of learners and set actions to close any gaps, although it is too early in the study programme to see the impact of some of these yet.
- ITS meets its statutory requirements for safeguarding learners. Thorough and effective approaches to safety and welfare support learners. Learners recall induction and further training and demonstrate the impact of key messages from these sessions in their day-to-day work and behaviour. Displays and other communications inform learners about how to keep safe and what to do if they are not. Learners benefit from knowing that specific staff are trained and designated as safeguarding officers. Learners value the support highly, feel safe and understand how to gain access to the support if required.

▪ **Record of Main Findings (RMF)**

Provider name

Inspection grades are based on a provider’s performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	NA	NA	2	NA	NA	2	NA	NA
Outcomes for learners	2	NA	NA	2	NA	NA	2	NA	NA
The quality of teaching, learning and assessment	2	NA	NA	2	NA	NA	2	NA	NA
The effectiveness of leadership and management	2	NA	NA	2	NA	NA	2	NA	NA

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Employability training	2
Administration	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 739							
	Part-time: 19							
Principal/CEO	Mr Chris Payne							
Date of previous inspection	March 2013							
Website address	http://www.ind-training.co.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	40	N/A	27	1	N/A	N/A	N/A	N/A
Part-time	86	2	10	N/A	N/A	N/A	N/A	N/A
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	53	148	15	127	N/A	N/A	N/A	N/A
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency & Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Barnsley Football Club Community Sports and Education Trust ▪ Best Choice Training Limited ▪ Elite Skills Beauty Academy ▪ Leslie Frances (Hair Fashions) Training ▪ Horizon Innovation and Enterprise College ▪ Third Star Limited 							

Contextual information

Independent Training Services Limited is a registered charity and company limited by guarantee founded in 1981 and located in Barnsley. The company is governed by a board of trustees. Government funding represents almost all of its annual income. Barnsley has a population of approximately 230,000. The percentage of school pupils achieving five GCSEs at grades A* to C, including English and mathematics, is well below the regional and national averages for England. The proportion of adults in Barnsley who hold no formal qualifications is substantially higher than the average for England. The worklessness rate is high compared with regional and national averages. Around 3% of the local population is of non-white British heritage.

Information about this inspection

Lead inspector

Derrick Spragg HMI

One of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the director of quality and performance 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 learners' 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 learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. 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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