

St Vincent College

Sixth form college

Inspection dates		1–4 April 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Too few students, especially those studying A levels, achieve the qualifications on which they start, achieve high grades or make excellent progress, given their starting points. However, students studying work-related qualifications achieve at a higher rate than students studying academic courses.
- The proportion of students who achieve qualifications in English and mathematics is improving, but remains below that rate for similar students nationally.
- The quality of teaching, learning and assessment has improved since the last inspection, but the pace of improvement is too slow to have brought about sufficient improvement in the progress students make. Not enough lessons are good or better.
- Target setting for quality improvement lacks precision and has not yet secured sufficient and sustained improvement.
- The use of data to manage performance of students is improving, but at a rate too slow to secure sufficient improvement since the last inspection.

This provider has the following strengths:

- Good provision in sport and for students studying pre-entry and entry level qualifications in the Learning Support Unit.
- Partnership working with the local community to give opportunities for students from particularly deprived areas and to address local skills needs.
- The inclusive nature of the college and the environment of mutual respect.
- Managers' accurate judgements in self-assessment.

Full report

What does the provider need to do to improve further?

- Improve further the proportion of students who successfully complete their courses, especially those studying A levels and English and mathematics qualifications. Further improve the initial advice and guidance that students receive to ensure they make informed choices about the qualifications and other activities that make up their study programme. Develop further the target setting and monitoring of the progress that students make to ensure they achieve their target grades.
- Improve further the proportion of good or better lessons by ensuring teachers plan lessons that enable all students to make good or better progress, both in lessons and over the duration of their course.
- Improve the consistency of the management of subject areas to ensure that all students have an equal chance of success, irrespective of the subjects they study.
- Improve the accuracy and monitoring of targets set for managers and teachers to bring about sustained improvement. Set challenging and realistic targets and monitor the progress made in achieving these at key stages through the academic year.
- Clarify the arrangements for succession planning and the future direction of the college.
- Ensure managers use all available information to develop a curriculum offer that will enable all students to achieve their full potential, progress to suitable training or employment opportunities and to address local skills needs.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Outcomes for learners require improvement as too few students achieve the qualifications that they start. Students studying AS- and A-level qualifications and work-based students achieve at an inadequate rate compared to similar students and they do not make the progress of which they are capable. However, students studying AS levels and work-based qualifications in 2013/14 are now making better progress. ▪ Students completing courses in independent living and employability skills at pre-entry level, entry level and level 1 make excellent progress on their courses and achieve their qualifications at a very high rate. Almost all of these students also make highly significant improvements in their personal and social skills and make good progress towards independence. ▪ Students studying qualifications in sport, public services, information and communication technology and performing arts are more successful than students studying subjects such as health and social care, child development, engineering and creative arts. Achievements of qualifications for students on work-related courses at levels 1 and 3 make at least good progress and achieve their qualifications at a rate slightly above that for similar students nationally. Level 2 students do not make such high levels of progress and are less successful. ▪ Adults undertaking community-based courses make very good progress in relation to their course and personal learning targets. However, not all of the targets set are sufficiently specific to enable all students to make excellent progress. ▪ Students aged 16 to 18 achieve better than those students who are over 19 years of age. Managers are aware of this gap in achievement, and appropriate strategies are in place to ensure that both these groups of students achieve equally well. However, it is too soon to judge the impact of this work. Similarly, those students who have declared a learning difficulty or disability achieve their qualifications at a higher rate than their peers who do not have a learning difficulty or disability. 	

- The proportion of students who left their course early has declined in 2013/14 as a result of students receiving more detailed information at recruitment and better monitoring of progress by managers and teachers. More students are now making better progress because of more informed choices and support for their learning.
- Students make satisfactory progress in improving their English and mathematics skills in their subject lessons. However, those students who are studying for functional skills qualifications and GCSEs in English and mathematics achieve these at a low rate; although, as a result of improved tracking and monitoring by teachers and managers, this rate is improving slowly.
- Teachers in work-related subjects help students to develop good employability skills. They have high expectations of their students for attendance and punctuality. They help students develop a wide range of relevant practical skills which they will need to progress to jobs. However, not all teachers promote good practice in the use of protective clothing and equipment.
- Students develop good personal and social skills whilst at college. They are respectful of their teachers and of each other. They learn to work in teams, develop their communication skills, and sport students learn to coach pupils from local schools, so developing their leadership skills.
- Students who complete their courses make good progress to employment, further education and higher education. They receive very good careers advice from their teachers and from careers staff. The very large majority of students who apply to university receive offers of places.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement because, although managers and teachers have worked effectively to improve the quality of teaching, learning and assessment since the last inspection, there remains too much variation both between and within subject areas. Not enough lessons are good or outstanding. Teaching, learning and assessment in vocational areas and in community learning are better than that in academic areas.
- Teachers now work in Teacher Learning Communities to share good practice and encourage reflection on how they teach, in particular around improving learning through assessment and feedback. This is starting to have an impact as teachers develop an understanding of what constitutes good or better teaching, learning and assessment and develop their own practice. Alongside this, managers have made lesson observation policies and procedures more rigorous to address issues of under performance.
- In the most successful lessons, teachers plan effectively and have high expectations of their students. Lessons are very productive and include a variety of activities which allow students to make good progress. In the very best lessons teaching is inspirational and motivational. In the majority of vocational lessons, teachers develop students' independent learning skills well. They effectively link theory to practice which enables students to make good progress.
- In the majority of lessons teachers use skilfully directed and challenging questions to check learning and encourage deeper thought and analysis. In a minority of lessons, teachers' checks on students' learning are less frequent and non-directed questioning limits the involvement and progress of students.
- A minority of lessons are planned and taught less well. In these lessons teachers talk too much and they place insufficient emphasis on skills development. As a consequence, students find the pace of the lesson is too slow, which allows them to become distracted and produce work of a lower standard than required.
- Initial advice and guidance for students, both at interview and enrolment, ensure that they have an appropriate study programme based on their prior achievement and to help them improve their English and mathematics. Teachers set appropriate targets, both in terms of the grades they expect students to achieve and how they should work towards these. Teachers and managers monitor targets effectively through subject and tutor sessions. A recently introduced on-line tracking system allows staff easier access to information and has improved the monitoring of students' progress.

- The effectiveness of teachers’ assessment and feedback to students varies between subjects and teachers. In the majority of courses feedback is thorough and provides a clear indication of what the student needs to do to improve. In a minority of cases feedback is more limited and it is less clear to students what they need to do to improve. Good internal verification systems for work-related courses ensure that assessment is fair and accurate. Teachers, with the introduction of an electronic mark book which they all use, now monitor students more closely. As result, a much higher proportion of students is now making better progress.
- Where needed, students take appropriate qualifications in English and mathematics, which include functional skills, GCSE or the free standing mathematics qualification (FSMQ). Teachers develop students’ English skills in the majority of subject lessons. Students are able to use technical or subject-specific terminology with confidence. Teachers’ development of students’ mathematical skills is effective, but only occurs in a minority of lessons, predominantly in science and vocational courses. The development of mathematical skills is most effective when applied to a work-related subject; for example, health and social care students calculated the cost of materials for a children’s creative workshop.
- Support for students is good, and improving. Teachers and learning support assistants provide excellent personal and academic support for entry and pre-entry level students with learning difficulties and disabilities. In addition, managers have introduced a new cross-college system this academic year which is providing improved academic support for level 2 and level 3 students. Students’ use of support is helping them to progress by identifying strategies to aid their learning. Subject teachers also provide good academic support for students outside of lessons and the majority of students make effective use of this.
- As a result of a revised tutorial programme for A-level students, tutors now give more focus to setting challenging academic targets. Students now have improved access to their tutors. They are clear on their targets and know what they need to do to achieve them.
- The virtual learning environment (VLE) extends the learning of students outside of the classroom. Performing arts and sport courses have particularly well developed areas, which include a variety of interactive materials providing stimulating activities for students outside of the classroom to enhance their learning. Teachers have developed the VLE considerably over the last year in all subject areas. Staff are improving the VLE to ensure that entry-level students have the chance to access materials and activities independently.
- Teachers on work-related courses provide good opportunities for either work experience or other relevant activities. For example, care students access a broad range of placements and hairdressing students work in an onsite salon open to the public. Public services teachers enhance students’ understanding of their sector through visits and talks from local experts. In sport, students have good opportunities to take additional qualifications to enhance employability.
- Teachers treat all students equally and fairly and they promote equality within the classroom and in the wider college community. Diversity is widely celebrated across the college. However, teachers develop students’ understanding of diversity only in a minority of lessons.

Science and mathematics

16-19 study programmes
19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement because not enough lessons enable students to make the progress of which they are capable. Teaching, learning and assessment are better at level 3 than at level 2, and the proportions of students who achieve their qualifications vary between subjects and levels. For example, the proportion of students who achieve science and mathematics qualifications at AS level and at level 2 is particularly low, whereas those students who take A-level qualifications achieve in line with, or above, the rate

for similar students nationally. Attendance is significantly below the college average on level 2 mathematics courses, and too few 16- to 18-year-old students achieve high grades.

- In the better lessons, teachers plan effectively to ensure all students can make good progress, and students benefit from a relevant range of timed activities. For example, in a chemistry lesson, students successfully used Hess' law to carry out temperature conversion during an experiment. The students linked theory with the practical activity. They enjoyed the challenge and remained engrossed in the activity and made good progress. However, teachers and managers do not share such good practice sufficiently between different subject areas.
- In the less successful lessons, teachers' planning fails to identify appropriate strategies and activities to enable all students to make rapid progress. Students often all receive the same work to do, for example completing a worksheet for a large part of a level 1 mathematics lesson. The more able students often find the work too easy and their attention fades. Opportunities to enhance learning through the use of information and learning technologies (ILT) are underdeveloped.
- In most lessons, teachers make insufficient use of their knowledge of individual students' starting points and their potential to set them challenging targets. Not all teachers make sufficient reference to target grades or use them as a means to promote maximum achievement. A large majority of students are unable to recall with accuracy what they need to do to improve to meet their targets and fulfil their potential.
- Managers and teachers have worked effectively to improve assessment and this is having a positive impact on the progress of level 3 students this year. Teachers frequently use quizzes, homework and practice examination style questions on level 3 courses, accessed through the VLE. However, too many level 2 lessons rely on the completion of standard book exercises. Written feedback to students is variable, with the better examples clearly showing what students have to do to reach the standard expected of them.
- Students receive effective personal and academic support from well qualified and experienced tutors and teachers. Teachers help absent students to catch up with their work through workshops and extra lessons. Adult GCSE mathematics students, in need of extra help, attend revision classes on a Saturday morning. Academic tutorials are less effective, however, because too often students do not have a clear idea of what they need to improve when they attend.
- The standard of students' English in science and mathematics coursework is good and supports the development of students' technical vocabulary. Teachers frequently correct students' spelling errors. Science students use equipment safely and competently in well-equipped laboratories and they are confident in their use of appropriate mathematical techniques. Teachers develop students' research and analysis skills well through the diverse range of coursework on A-level use of mathematics. The opportunities to develop students' wider personal and social skills, especially on work-related science courses, through enrichment and work experience, are underdeveloped.
- Managers' recent changes to the types of qualification offered in science and mathematics have resulted in teachers placing significantly more students on to courses which match their individual learning requirements and increase their chance of success. Adult students receive highly effective help to make the difficult transition back into learning. The proportion of students who progress to higher education is high and the majority of students go on to study subjects related to science and mathematics.
- Students and staff work in an environment with a culture of mutual respect where all are involved. Students' behaviour in and out of lessons is very good. Teachers celebrate cultural differences in A-level mathematics teaching through an exchange with students from Germany. However, teachers' development of students' appreciation of diversity within science and mathematics lessons is limited and requires improvement.

Sport, leisure and recreation

16-19 study programmes 19+ Learning programmes

Good

- Much teaching, learning and assessment in sport are good or better, which reflects the steady improvement in the proportion of students who achieve their qualifications and achieve high grades over the last three years. Students on most courses now achieve their qualifications at a rate higher than that for similar students nationally. The proportion of students who leave their course early has declined over the last three years and is now very low.
- Strong leadership of the sport department and a culture of high expectations of students from all teachers challenge and support the large majority of students to make good or better progress. Managers and teachers monitor the progress of students rigorously, putting extra help and support in place promptly when students are failing to meet their target grade. Consequently, the large majority of students are currently meeting or exceeding their target grade.
- Students enjoy their lessons and take part enthusiastically. In the better lessons, teachers use their extensive subject knowledge to plan a variety of imaginative activities to enable students to make good progress and reach their potential. The pace of learning is challenging, teachers make frequent checks on learning and directed questioning develops student knowledge and understanding. In one lesson, the teacher's excellent directed and extended questioning developed students' understanding in the context of sport performance analysis.
- A few less effective lessons are characterised by teacher-directed activities that are relevant to the whole group and do not promote independence or allow all students to make good progress. Teachers check learning less frequently and the pace of learning activities may be too slow or too fast. Occasional poor behaviour and misjudged timing lead to teachers rushing checks on learning at the end of the lesson.
- Teachers use technology confidently in lessons to provide a range of activities and develop students' independent learning skills. Use of resources such as 'wikis', video and audio clips and the VLE provide activities to support learning and the production of assignments. However, students studying at subcontractor sites have less access to technology, which limits the range of learning activities and resources that teachers use and the quality of work that students produce.
- Teachers' assessment of students' work is fair, accurate and meets awarding body requirements, with effective procedures supporting assessment practice. Students receive constructive feedback from teachers to improve their work. However, in subcontracted provision the standard of learner work, marking and feedback requires further improvement.
- Teachers set students target grades relating to their GCSE grades and teachers support them well through regular short and long term target setting in lessons and tutorials. As a result, the majority of students are exceeding their minimum target grade. Students and teachers use the VLE well to monitor progress against these targets. Teachers ensure the availability of up to date assessment information and feedback to students, which results in them taking greater ownership of their progress.
- Additional activities and qualifications, particularly in coaching and leadership, allow students to develop exceptional personal and social skills, improving their employability skills and chances of progressing to jobs or higher level qualifications. Students are involved in running events through the Gosport School Sport Partnership for local school pupils, and higher level sports leaders coach students with learning difficulties and disabilities at the college. Students also undertake massage and fitness instruction, giving them work-related experience. Teachers organise a variety of trips and visits to enhance learning and raise student aspirations. An increasing number of students take part in extra-curricular sports activities as a result of the college Sports Maker, raising the profile of sport across college.

- The majority of lessons help students to develop their mathematics skills through activities that relate to sport. For example, students use their mathematics skills to calculate percentage maximum heart rate to evaluate training thresholds and compare performance in fitness testing. The large majority of students use vocational terminology accurately and teachers correct spelling and grammar regularly during lessons.
- Teachers' advice and guidance for students prior to joining the college are very thorough, ensuring students are guided onto appropriate study programmes and understand the demands of their course. Initial diagnostic assessment identifies students who require extra help with their work and teachers use detailed group profiles to plan lessons that ensure all students can make good or better progress. Students identified as requiring extra help receive excellent support from their subject teachers and achieve in line with other students.
- Teachers' promotion of equality through teaching and learning is good. Teachers plan activities well to ensure all students make progress through a wide range of appropriate activities and resources. Teachers develop students' understanding of equality within sport well and learners can give examples of adaptations to activities for age, gender and disability to overcome barriers to participation in sport and leisure.
- Teachers and students show respect for each other in lessons and in social areas. Teachers select appropriate resources to reflect cultural diversity well, both within lessons and on displays in and around teaching rooms.

The effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because, although current data are demonstrating improvements to teaching, learning and assessment and to the progress students are making, improvement has not been sufficiently rapid to ensure all make the progress of which they are capable and achieve their full potential.
- College leaders, managers and the governing body share a clear mission and vision for the role of the college in its community. They communicate this effectively to staff and to a wide range of partner schools and organisations.
- Teachers understand well senior managers' priority to improve teaching, learning and assessment and managers have effectively supported this through the establishment of the Teacher Learning Communities (TLC). These enable staff to reflect on, and improve, their teaching, share good practice and learn from each other.
- Areas of uncertainty remain around succession planning for the current principal whose departure is imminent at the time of the inspection. Governors have established an interim arrangement, with an acting principal seconded from another sixth form college. The governors are developing future management arrangements and continue to negotiate an alliance with a local school.
- College managers work effectively with local partners and the college has a strong reputation for providing learning opportunities for students with learning difficulties and disabilities. Partners are positive about the college's effective development of provision for students in very deprived areas of Gosport and of their work on bridging the local skills gaps to bring employment into the area. Effective management of community learning courses enables adult students to make at least good progress on their courses.
- The improvement in both the provision and use of data, which was a recommendation in the previous inspection report, is evident but slow. Accurate data, including attendance data, are now available to governors, managers and teachers and this has supported much better understanding of students' progress and better decision making. However, these data are not yet complete and it is not yet possible for governors or managers to design a full range of reports.

- The college has a strategic plan in place with a small number of related operational plans. Actions are repeated across these plans and a few of these actions are not clear. Plans do not fully identify the progress which managers could expect at key monitoring points. Managers have now developed a curriculum strategy, an action which was identified as area for improvement in the previous inspection report. However, it does not include or lead to a clear set of criteria or priorities to support curriculum managers when analysing or developing their curriculum. Managers have begun to map the curriculum offer which will support students' better understanding of progression routes and help managers to identify gaps in learning pathways.
- Managers use a well-established biannual performance review system for teachers, which feeds into the cross-college staff development plan. This supports teachers' helpful discussions with managers and enables them to reflect on their learning within the TLCs. However, some of the targets in reviews are not sufficiently clear or time bound. Managers have recently used the new capability procedures effectively to support teachers to improve their performance and to ensure that a few poorly performing teachers leave the college. Curriculum managers have identical overarching college targets for student achievement, but senior managers do not disaggregate these into challenging, individual and achievable targets at course level.
- Managers have developed and implemented detailed quality assurance systems, including comprehensive arrangements for the observation of teaching and learning, the results of which managers moderate and feed into twice-yearly performance reviews. The recent addition of learning walks has enabled managers to carry out useful thematic and subject area assessments. The self-assessment process is thorough and managers generate the college report from individual curriculum area reports. Managers undertake internal quality reviews and managers from partner colleges carry out external reviews of subject areas. Reviews are thorough and detailed and provide additional action points for subject area improvement plans.
- The college works with three subcontractors who teach a small number of students. These contracts are clear, the provision is subject to college procedures and students can access college support arrangements. A few of these students have used careers guidance and sought support with UCAS applications.
- Managers have carried out additional training in equality and diversity for both governors and teachers. This was identified as an area for improvement in the previous inspection report. The promotion of equality of opportunity and the understanding of diversity in classes is satisfactory, but teachers sometimes lack the knowledge or confidence to develop students' understanding of diversity further. The small proportion of students of minority ethnic heritage perform better than their peers, and students who receive extra support perform better than those who do not. The college has now separated the student support centre from the unit for students with learning difficulties and disabilities, linking it with the need for academic rather than personal support. Managers and teachers encourage all students who need academic support to access it and many do then access support and improve as a result.
- The college's safeguarding procedures meet statutory requirements. All staff are appropriately checked and all incidents are sensitively followed up and managed well. The college places a strong emphasis on dignity and respect and the culture is supportive and inclusive. Students feel safe in college.

Record of Main Findings (RMF)

St Vincent College

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	3	-	-	3	-	3	-	-	2
Outcomes for learners	3	-	-	3	-	3	-	-	2
The quality of teaching, learning and assessment	3	-	-	3	-	3	-	-	2
The effectiveness of leadership and management	3	-	-	3	-	3	-	-	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	3
Mathematics and statistics	3
Sport, leisure and recreation	2

Provider details

Type of provider	Sixth form college							
Age range of learners	Select from list							
Approximate number of all learners over the previous full contract year	Full-time: 967							
	Part-time: 1,544							
Principal/CEO	Ms Di Lloyd							
Date of previous inspection	March 2013							
Website address	www.stvincent.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	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	115	35	145	20	615	76	-	-
Part-time	37	193	26	108	24	121	-	-
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	1	4	1	1	-	-		
Number of learners aged 14-16								
Full-time	12							
Part-time	18							
Number of community learners	303							
Number of employability learners	-							
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"> ■ Gosport Borough Football Club ■ Moneyfields Football Club ■ Mabway 							

Contextual information

St Vincent College is a small sixth form college in Gosport, Hampshire. The college provides academic and vocational courses from pre-entry level to level 5. Approximately four fifths of the students are aged 16 to 18. The level of unemployment locally is slightly higher than the national rate and about two thirds of the local population are qualified to level 2. The proportion of school pupils achieving at least five A* to C grades at GCSE, including English and mathematics, in Gosport is below the national rate. The proportion of students who attend the college of minority ethnic heritage is similar to that of the local population.

Information about this inspection

Lead inspector

Richard Pemble HMI

One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Quality Manager 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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