

# NLT Training Services Ltd (NLT)

## Independent learning provider

<b>Inspection dates</b>		<b>12–16 May 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	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:

- The majority of learners are progressing well and are achieving their qualifications.
- Learner progression onto higher-level programmes has improved significantly.
- Employers value highly the good practical and employment related skills that learners are acquiring.
- Thorough and detailed progress reviews are effective in supporting learner progress.
- Information, advice and guidance supports learners well and ensures they are on appropriate programmes and places of work to meet their individual needs.
- Effective systems to monitor and support learner progress are in place and have helped to reduce significantly the number of learners who have gone beyond their planned end date.
- Significant improvement in the strategic direction of NLT has led to a clearer focus for staff and an improved experience for learners.

#### This is not yet an outstanding provider because:

- Not enough learners achieve their qualifications and complete their programmes within planned timescales.
- Not enough teaching, learning and assessment are outstanding. Classroom based tutors are not always aware of what they need to do to improve.
- Written feedback is not used systematically to identify and develop individual improvement.

## Full report

### What does the provider need to do to improve further?

- Sustain the improvement in success rates by:
  - identifying and recording all learning that takes place, particularly in the workplace
  - continuing to develop teaching, learning and assessment strategies that engage learners more fully in learning and consistently challenge the more able learners.
- Introduce improvements to the standard of assessment to ensure that all learners understand more clearly what they need to do to improve.
- Ensure equality and diversity are promoted more consistently to improve the awareness and understanding of all stakeholders.
- Improve the quality assurance of all provision by carrying out joint observations of teaching, learning and assessment and sharing of good practice.
- Ensure that gaps in staffing are resolved swiftly to enhance continuity in teaching, learning and assessment for learners.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Outcomes for learners are good. Overall success rates for apprentices are consistently above the national average and success rates for apprentices completing within planned timescales are broadly in line with the national average. The overall success rates and success rates for 16-18 year old engineering apprentices completing within planned timescales at intermediate level is high. The vast majority of learners are making good progress, receive constructive support from coaches and training officers and are enjoying their learning. Learners in subcontracted provision generally achieve their qualifications within their planned end date.
- Although the number of workplace learners has declined since the last inspection, the overall success rate and rate for those completing their qualifications within planned timescales has improved significantly.
- Learner progression is good. A significant proportion of learners on the study programme progress into apprenticeships and the vast majority of apprentices' progress from intermediate to advanced level programmes. Although learner progression in functional skills in English and mathematics is generally good, learners' mathematical skills development is better than their English skills development.
- All learners develop an effective range of employability skills. For example learners are encouraged to complete work on time and all have a good awareness of health and safety that employers regard highly. Study programme learners develop increased self-confidence and valuable practical skills during work experience that they undertake in good range of workplace settings. Many learners are in positions of authority. For example, one apprentice is already a team leader and a recently appointed NLT director is a former NLT apprentice.
- Training delivered to support the promotion of English and mathematics, particularly in practical workshop sessions, has led to improvement in raising the standards of learners' work. Links between functional skills tutors and training officers are strong and lead to the development of opportunities to embed functional skills delivery through team teaching. Training officers identify English and mathematics themes in schemes of work and lesson plans but they sometimes miss

opportunities to develop English and mathematics in training sessions. The quality and consistency of written feedback to help learners improve requires improvement.

- The standard of work produced by apprentices is generally good. Practical work produced by all learners is of a high standard. Study programme learners improve the standard of their work consistently throughout the programme.
- No significant gaps exist in the achievement of different groups of learners. The relatively few female learners generally do better than males and the very few non-white British learners do better than their white British counterparts do. Learners with an identified learning difficulty or disability have all completed their qualifications.

### The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good. Staff throughout NLT care for learners well and provide appropriate support to help them achieve their learning goals. Training officers have a good rapport with learners and create a respectful learning environment. The best learning sessions are well paced and training officers use good questioning techniques and provide learners with well-designed tasks which appropriately challenge them and give them confidence to progress. They give learners good support and encourage them to work well individually and in peer groups to deal with relevant problems and practical tasks.
- In the less effective, principally classroom based sessions, learners are too often passive, receiving and recording information that does not always capture their interest. Training officers use only a limited range of questioning techniques, ask too few questions to check learning and encourage thinking and do not always engage and challenge the more able learners.
- Information advice and guidance are good. Staff are very well qualified and are committed to recruiting with integrity and effectively supporting learners to progress into work and further training. Relationships between staff, learners, parents and employers are good and help learners into appropriate placements and apprenticeships. They maintain good links with other local learning providers to ensure that they guide learners into appropriate learning programmes. They effectively support learners' pastoral care using their good links with specialist external agencies.
- The well structured progress reviews are detailed and thorough. Training officers use these reviews effectively to guide and support learners through their programme and in the majority of cases employers contribute usefully to the discussion and the feedback, though rarely to the planning of learning. Targets set at reviews are generally clear, time bound and appropriately checked. However, in a small minority of reviews, targets are insufficiently precise or not broken down into suitably small steps to guide learners in making a sufficient rate of progress.
- Since the last inspection training officers now have access to management information systems and use tracking charts which they share effectively with learners to ensure they are making progress. The number of learners who take too long to complete their qualification and are no longer funded, has reduced significantly since the last inspection. Most planning of learning is good; however, although initial assessment is effective, and learners are aware of their results, tutors do not always use the outcomes of diagnostic assessments to help plan learning for individuals.
- In the better learning and assessment sessions, training officers give learners good oral feedback to help them progress. However, most written feedback on learners' work is insufficiently detailed and training officers do not routinely correct spelling and grammatical errors. The accuracy of the word-processed work of higher-level learners is good. In general, the standard of learners' work improves markedly over time.

- NLT provides an inclusive learning environment. However training officers do not promote equality, and in particular, diversity sufficiently well within the curriculum. They miss opportunities to explore cultural differences in classes and reviews. Learning observation records for the current year include no examples of planned promotion of equality and diversity.
- Managers have revised the structure of individual learning plans and the vast majority are comprehensive, detailed and helpful to learners. The content is linked effectively to learners’ reviews where training officers and learners together set short-term targets. The standard of portfolios of many advanced learners is good and the content is well produced, accurately presented and includes a wide variety of evidence. The internal verification system is detailed, comprehensive and well managed.
- Staff are well qualified and skilled in their specialist areas, however vocational staff have not yet completed functional skills qualifications, although these are planned. Teaching and training areas are appropriate and spacious and attention to health and safety in workshops is good. Training officers use information and learning technology (ILT) appropriately in most learning sessions. Staffing levels are generally satisfactory, but NLT is aware of the need to maintain its recruitment levels for training officers and is currently interviewing for an existing vacancy.
- Support in functional skills classes is good and these classes successfully prepare learners for tests. Training officers effectively use detailed group profiles to identify individual learning needs and learners requiring more regular progress reviews and support are able to access functional skills tutors more frequently. Training officers encourage learners to progress and achieve above their original target and study at a higher functional skills level. However training officers do not sufficiently relate English and mathematics to workshop and workplace activities.
- NTL monitors and manages learners’ attendance well through an apprentice employed by the company who keeps parents and carers well informed about learners’ absences. He carefully logs all communications and encourages learners to attend regularly. Attendance is now good.

<b>Engineering</b>	Good
<b>Apprenticeships</b>	

- Teaching, learning and assessment are good and, as a result, a high proportion of learners complete their frameworks successfully within the planned timescales. Learners respond well and make good progress. The companies that NLT works with are able to provide a good range of work and apprentices benefit from the use of modern engineering technology. Apprentices are engaged in productive work in their companies and many advanced apprentices, who are often in positions of responsibility, complete training additional to that needed for the apprenticeship. Employers and apprentices are positive about the quality of NLT’s provision.
- Practical training in the NLT engineering workshops is of good quality and generally appropriately resourced. Apprentices work productively, producing work of a good standard. They receive helpful support from the training officers. Suitable arrangements are in place to ensure more able learners move on quickly to more advanced work and that those making slower progress are supported appropriately. Useful wall charts track carefully and display clearly progress made during workshop activity. On a few occasions poor punctuality at the start of the day produces a slow start. Students work safely. They wear appropriate personal protective equipment, behave well in the workshops and complete risk assessments at the start of each job.
- Teaching in theory lessons requires improvement. Apprentices are attentive, make satisfactory progress and receive good individual support. However, training officers’ use of questioning to

assess learning is insufficient and learner attention is often lost when the pace of learning is too slow.

- Training officers monitor the progress of apprentices in the workplace frequently and thoroughly. Reviews are productive and the progress apprentices make in the various elements of the framework is monitored closely, which was an area for improvement at the last inspection. Learning targets set by training officers promote progress in the main vocational elements of the framework well. Apprentices respond positively, producing their work on time and to a good standard. In one review, for example, the work produced contained accurate computer programmes developed by the learner to produce high quality engineering products.
- The development of mathematical skills is good; learners also develop these skills to an appropriate standard in their vocational work. At intermediate level, written work is often untidy at the start of the programme but improves as they make progress. Work is marked in the presence of the apprentice providing good opportunities for verbal feedback. The highlighting of errors in spelling and grammar across all frameworks requires improvement. Strategies to implement improvement quickly are a recent introduction, nevertheless, learners do improve their written work well over time and at advanced level it is of a good standard.
- Information, advice and guidance are good. Assessment of learners’ attainment in English and mathematics, carried out at the start of the programme, is thorough. Learners and employers are involved effectively in the choice of study units and attendance patterns. Progress reviews provide suitable ongoing information, advice and guidance to learners.
- The promotion of equality and diversity during progress reviews is satisfactory; the focus is generally on learners’ vocational skills development rather than learners’ appreciation of equality and diversity. The balance between vocational discussions and the promotion of equality and diversity at reviews requires improvement.

<b>Employability</b>	
<b>16-19 study programmes</b>	Good

- Teaching, learning and assessment in study programmes are good. This is reflected in the majority of learners achieving their individual learning objectives. The large majority of learners make good progress. In-year successes in functional skills English closely match national rates of achievement. However, achievements in performing engineering operations at level 1 have declined. It is too early to judge the full impact of recent interventions, however, tracking is more thorough and learner reviews closely monitor progress over time. Attendance is now good and punctuality is an expectation of all learners and reinforced as an essential employability skill.
- Training officers use their vocational expertise effectively to plan good workshop learning experiences. Coaching for individual learning provides good support. Learning activities promote independent individuals who also work well in teams to support each other. For example, paired working on measurements prior to cutting or drilling helps to reinforce the need for accuracy. Standards of practical work are particularly good.
- Study programmes are appropriately individualised to match the needs and interests of all learners. A wide range of employers within the engineering and electronics industry provide good quality opportunities for learning in the workplace. Awareness about environmental health and safety is good and employers see this as a particular strength of NLT.
- Learners develop good personal, social and employability skills. Particularly, they increase their confidence during work experience, relate well to others and enjoy developing new skills related to different aspects of engineering. Many gain a greater sense of direction and commitment to

progress onto further education, training or an apprenticeship; aspirations for apprenticeships are high and employers value the commitment and positive attitudes developed by learners.

- Assessments accurately place learners at appropriate starting points. Regular progress reviews provide constructive feedback for them to understand better their areas for improvement. Progression planning is good and a strong focus of the reviews. Learners are clear about the progress they are making in the vocational learning workshop and are aware of future areas of their development. However, learner targets for work placement activities are insufficient. Training officers often miss opportunities to capture non-accredited related learning and fail to record this in order to demonstrate learners’ employability related skills.
- Verbal feedback is constructive and responsive in workshop sessions. Learners benefit from thorough and skilful questioning to work through solutions, interpret drawings and apply this to the production process. The application of functional skills in mathematics in practical workshop sessions is good. However, opportunities are lost to record and develop technical vocabulary related to engineering. Written feedback is inconsistent and not sufficiently developmental to challenge and fully stretch all learners to improve their English skills.
- Advice guidance and support effectively enable learners to make positive career choices. Work based tasks are purposeful and sufficiently challenging to develop learners’ practical abilities and skills. Support for learning is good and progression aspirations to apprenticeships are high. Employers recognise and value the contributions learners make to their businesses. They enable learners on work experience to gain a good overview of the engineering industry and make informed choices about their next steps in learning.
- Equality and diversity are promoted well as part of a self-study unit. Learners gain a better understanding of the legal requirements of work. However, opportunities to promote equality and diversity through the context of engineering are not always taken. Staff are aware of the under representation of females on engineering study programmes and have considered strategies for improvement. It is too early to judge the impact of the recent promotion of females into engineering. Learners are courteous and respectful and value the differences in others. Awareness of environmental safety is strong and valued by employers.

<b>Administration</b>	Good
<b>Apprenticeships</b>	

- The quality of teaching, learning and assessment is good and this is consistent with overall outcomes and progress of current learners. The vast majority of learners are progressing in line with or ahead of their agreed goals. Staff have high expectations of learners. They provide very effective support, good assessment and a suitable range of resources to meet learners’ needs. Assessors, employers and learners work well as a team to develop good learning opportunities.
- Learners are well motivated, enjoy their workplace experience and, as a result of employer support and training, they quickly take on new tasks and responsibilities. Apprentices secure high quality employment through the provider’s well-managed links with employers. They are supported well by NLT’s staff in settling into their new work roles and learning about important aspects of the business environment such as their rights and responsibilities and health and safety.
- NLT periodically provides learners with highly appropriate classroom learning, such as that for information and communication technology (ICT) functional skill where many learners need additional support. Individual coaching and teaching sessions provided by assessors in learners’ workplaces are particularly well delivered, excite, and inspire learners. However, insufficient challenges for a significant minority of more able learners to develop their capabilities and

potential, is in need of improvement. For example, where learners progress rapidly through intermediate programmes or are in workplaces undergoing changes, opportunities are not developed to extend and enhance their learning.

- Employers, who experience an efficient and very effective recruitment process and related support from NLT, provide apprentices with good workplace support and assessment opportunities. For example, one learner had completed a series of informative online learning courses including safeguarding and equality that her assessor later successfully reviewed with her.
- Assessors are very supportive during workplace coaching sessions and very effectively ensure that learners are motivated to complete their work targets and progress towards their goals. Assessors make good use of ILT in some sessions, for example in using a laptop computer to show engaging training videos around the use of presentation software. Assessors carefully guide learners through the online learning resources and also provide suitable workbooks and textbooks to encourage independent study.
- Assessors work well with learners and their employers to plan for assessments that include a diverse range of evidence. Assessment is thorough and assessors carefully review learners' work and provide clear feedback. Learners receive frequent assessment following which they benefit from very comprehensive and detailed updates on their progress and achievement.
- Learners' prior learning and experience, learning styles and functional skills' needs are identified accurately although opportunities for continuing their learning where they have exemptions are insufficiently explored. The vast majority of learners receive effective individual learning and support to prepare for external tests. Assessors provide learners with accurate and helpful feedback about their written work. The functional skills needs of a minority of learners are not given sufficient priority by assessors at the beginning of their programmes slowing their rate of progress.
- Assessors provide very good information, advice and guidance to learners so that they have a clear picture of the expectations, key aims and work targets for their programmes. Assessors also provide good guidance on the online learning resources and mobile applications available to learners. Whilst learners have a clear view of progression routes at NLT they have insufficient awareness of other options.
- Learners have a very good understanding of equality and diversity and are knowledgeable about the concepts of fair treatment, legislation and the uniqueness of individuals. Assessors effectively take some opportunities to bring these topics into learning sessions such as a discussion about considerations for people with additional needs when giving a presentation.

## The effectiveness of leadership and management

Good

- Directors, managers, training officers and support staff have the highest expectations for learners on the study programme and for apprentices. Significant recent improvement in the strategic direction provided by the board of directors, and their strong support and challenge to senior NLT managers to improve the quality of learning, has stimulated significant improvement since the last inspection; particularly so in the last six months. Under inspirational leadership, the board has taken a positive approach and has a clear understanding of organisational strengths and areas for improvement. For example, it has ensured the recruitment and development of managers with the right skillsets, experience and learner focus.
- The study programme and apprenticeship frameworks meet the needs of learners in preparing them well for further training and employment either locally or nationally. Through strong engagement with employers, who are also members of the group training association, NLT have

ensured that their courses are responsive to employer needs and a range of additional courses are run, many being successfully developed and implemented at short notice.

- Plans have focused on improvement through challenging but realistic target setting and strong team working, which has seen staff at all levels willingly taking on additional responsibilities to ensure rapid improvement for learners. This developing team spirit and willingness to ensure success, reflects the high ambition of every member of the NLT team has for learners.
- All training officers benefit from continued professional development; this development includes monitoring of their ability to ensure that learners make rapid progress and achieve the learning aims in the sessions they teach. Constructive feedback, following this monitoring, helps them understand what they need to do to ensure that learners make the best possible progress in every session. Regular training officer meetings ensure that good practice is shared and areas for further improvement are identified and monitored. Performance monitoring of staff now includes well-managed individual meetings, which include target setting to stimulate and support improvement. However, well performing training officers have little guidance on what they need to do to improve further; this requires improvement.
- Senior managers have a clear picture of the quality of the learning provided in NLT training centres and in the workplace for apprentices and study programme learners on work experience. The thorough self-assessment process that, although adapted this year to reflect the need for more rapid improvement, includes valuable input from directors, staff, learners and employers. As a result, the assessment is self-critical and supports a detailed quality improvement plan, which allocates responsibility for meeting challenging improvement targets. NTL has recognised the need to improve the quality assurance arrangements of subcontracted provision where a minority of learners undertake part of their programmes. This is at the early stages of planning and it is too soon to judge its effectiveness.
- All learners understand the clear expectations for inclusive, respectful behaviour between students whatever their gender, social or cultural background. However, the promotion of the importance of equality and diversity in working and personal lives is insufficient within learning sessions and during some progress reviews. Bullying, harassment and discrimination are not tolerated; all learners have a good awareness of this and of the related policies and procedures.
- Vocational training officers are very experienced in their trades and have appropriate teaching experience; most also have teaching qualifications and those who do not are carrying out relevant training. Functional skills tutors support learners well to develop essential English, mathematics and ICT skills. This support is increasingly provided during vocational sessions which benefits learners because they are able to understand and apply these skills in a work related context; learners reported that they enjoyed learning in this way and also appreciated the additional specialist support that is available when they need it.
- Managers have ensured that NLT provides a very supportive and inclusive learning environment. A comprehensive learner induction process includes an effective self-study package covering equality and diversity for study programme learners. This learning material has also been introduced for apprentices and while this is useful, it could be further improved by ensuring the examples used are relevant to the vocational area.
- NLT meets its statutory requirements for safeguarding. The safe learning environment enables learners to focus on and enjoy their studies. Particularly effective monitoring of attendance and punctuality also encourages learners to be where they need to be and keeps employers and parents informed when they are not. E-safety issues, highlighted during induction, need a greater emphasis to help learners recognise potential dangers and benefits. Managers have strong and effective links with relevant local agencies; this enables them to provide good levels of support for their learners.



## Record of Main Findings (RMF)

### NLT Training Services Ltd

<p><b>Inspection grades are based on a provider’s performance:</b></p> <p>1: Outstanding                  2: Good                  3: Requires improvement                  4: Inadequate</p>	<b>Overall</b>	16-19 study programmes	Apprenticeships	Employability
<b>Overall effectiveness</b>	2	2	2	2
Outcomes for learners	2	2	2	2
The quality of teaching, learning and assessment	2	2	2	2
The effectiveness of leadership and management	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Engineering</b>	<b>2</b>
<b>Employability Training</b>	<b>2</b>
<b>Administration</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	511							
<b>Principal/CEO</b>	Head of Learning and Standards - Kevin Charlesworth							
<b>Date of previous inspection</b>	January, 2013							
<b>Website address</b>	<a href="http://www.nlt-training.co.uk">http://www.nlt-training.co.uk</a>							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	5	N/A	18	5	18	N/A	N/A	N/A
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	60	9	121	52	N/A	1		
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of learners aged 14-16</b>	N/A							
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	23							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ Chesterfield College (engineering)</li> <li>▪ West Nottinghamshire College (engineering)</li> <li>▪ Derby College (engineering)</li> <li>▪ Kaplan Financial (accounting)</li> <li>▪ Grimsby Institute (engineering)</li> <li>▪ Hull College (accounting)</li> <li>▪ Lincoln College (engineering)</li> <li>▪ North Lindsey College (engineering and accounting).</li> </ul>							

## Contextual information

NLT Training Services is a registered charity providing a range of work-based learning programmes for adults and young people. Operating mainly in the Chesterfield and Scunthorpe areas, NLT employs 36 members of staff and currently has 281 learners. Contracting with the Skills Funding Agency and the Education Funding Agency, NLT provides apprenticeships, advanced apprenticeships, 16-19 Study Programmes and National Vocational Qualifications in other work-based learning programmes.

## Information about this inspection

**Lead inspector**

Robert Hamp HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the head of learning and standards 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 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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