

North Yorkshire County Council

Local authority

Inspection dates		3-7 November 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:

- the majority of learners successfully complete their training programmes; they develop good skills, many achieve promotion at work, go onto further and higher education, or gain sustained jobs
- teaching, learning and assessment are good with enthusiastic, motivating staff who inspire learners to achieve
- information, advice and guidance are good with particularly good use of outreach work that looks at potential learners out in their communities
- managers have re-positioned the provision well to more effectively meet community and regional priorities and improved the curriculum planning as a result
- support and development activities for staff to improve their working practices are good
- quality processes that improve teaching learning and assessment are particularly effective.

This is not yet an outstanding provider because:

- apprenticeship success rates, particularly those gained within planned timescales, require improvement
- there are still a small number of areas where teaching, learning and assessment require improvement
- provision aimed at meeting employer needs is not yet good enough
- the management information system is not helping managers to understand the overall performance of the provision and be able to improve it quickly.

Full report

What does the provider need to do to improve further?

- Improve apprenticeship success rates, particularly those gained within planned timescales, by ensuring the curriculum design meets the needs of learners, including their functional skills requirements. Also, by training assessors in teaching, learning and assessment techniques that challenge and stretch apprentices rather than simply teaching to the assessment criteria. Implement appropriate arrangements to ensure learners are guided onto the right programme based on their prior attainment.
- Further develop teaching, learning and assessment to address the remaining pockets of underperformance by improving the quality of resources, including online resources and e-learning and ensuring learners have good access and guidance to them. In addition, managers should use the outcomes of the quality monitoring and performance management process to provide focused training and development for staff and use the observation of teaching and learning process to assess improvements. Make better use of initial assessment to plan a programme that meets the needs of all learners.
- Improve employer engagement by reviewing the employer engagement strategy, using the expertise of all key partners as well as information about the labour market. Underpin this with a very explicit action plan with measurable targets and direction on how to achieve the targets. Ensure that staffing and resources are sufficient to deliver the strategy and better meet the needs of businesses and learners. Make sure that clear quality processes and monitoring inform managers of progress in a timely and transparent way.
- Adopt an efficient and effective management information system as a matter of urgency by making a decision about the system that best meets North Yorkshire County Council's (NYCC) needs based on the research already completed and transferring all records onto the new system in a timely way.

Inspection judgements

Outcomes for learners	Good
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- NYCC provides a range of classroom-based courses from introductory to advanced levels and these make up more than half of all the provision. Community learning from entry levels up to intermediate level represents the second largest group of learners. The number of learners on employability programmes is small but growing. Apprenticeships, at intermediate and advanced levels, make up a very small proportion of provision. The study programme has only a handful of learners.
- Over the past three years, the proportion of learners on classroom-based programmes who complete their courses and achieve their qualifications has increased and is now high. Similarly, learners on community courses achieve their goals well. Nearly all younger learners on study programmes achieve their main qualification. Learners on employability courses gain appropriate qualifications well. However, not enough of the small number of apprentices gain their qualifications, particularly within their planned timescales.
- The vast majority of learners develop good skills which they use well at work and in home life. For example, learners on English courses who start with few reading and writing skills develop their abilities so that they are able to help their children with schoolwork. They learn to fill in forms at the Job centre and for housing benefit claims. Learners on mathematics courses use their abilities well to calculate fractions and percentages to ensure they get the best 'deals' when out shopping.

- Learners on information and communication technology (ICT) courses develop good skills and understanding that allow them to send emails or to use websites to order shopping. Older learners use ICT to communicate and stay in touch with friends and relatives, so combating rural isolation and loneliness. Health and social care learners use their initiative well and plan appropriate care for their residents.
- Art and craft learners are working to very high levels and earn money by selling their products. Family learning learners understand the needs of their children and create good quality games and books for them. The very small numbers of learners on the study programme develop good work-related skills through the good range of placements. However, apprentices develop only adequate skills.
- A high percentage of learners progress into employment or move into jobs with greater levels of responsibility. Learners on particular accountancy courses are 'head-hunted' by local employers as their level of skill and knowledge is valued highly. Learners with autism develop their confidence and interpersonal skills so well that they are able to take on work placements and gain employment. Some learners on leisure courses have gone on to set up their own businesses.
- Learners generally make good progress in their teaching and training sessions, although this is slower for apprentices. Standards of work for most learners are good. Learners progress to higher levels of courses at an appropriate rate.
- The development of English and mathematics skills across the programmes is generally good. In mathematics and English classes, learners develop a good understanding of sometimes very complex ideas and concepts. Speakers of other languages who come to English classes develop good vocabulary by interacting well with native English speakers. Learners on leisure and vocational courses generally develop their English and mathematics skills within the context of their sessions appropriately, and often, well. Apprentices' development of these skills is slow.
- Managers scrutinise information to understand achievement gaps for learners and have taken some actions to address these. For example, older jobseekers in a job club were not doing as well in mixed-age group sessions. NYCC organised a specific job club for people aged in their fifties and sixties so that their particular needs could be met more effectively. However, managers do not always use data as well as they could to identify and remedy achievement gaps quickly.

The quality of teaching, learning and assessment	Good
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- The quality of teaching, learning and assessment is good as reflected in the good and improving success rates for learners. A high proportion of learners on accredited courses gain their qualifications. Achievements on non-accredited courses in community learning are also good. Learners develop very useful employability and personal skills.
- Learners benefit from good quality personal and academic support from the well-qualified and experienced tutors. They are motivated and encouraged by the enthusiastic staff who have high expectations of them. Tutors draw on their good subject knowledge to make lessons interesting and relevant. This encourages learners, who then make good progress. For example, in community upholstery classes they learn a good range of traditional crafts and techniques from very experienced tutors.
- Tutors are well organised and plan very effectively to engage learners in a good range of practical and interesting activities that encourage group and individual working, promote good progress and contribute to the good pace of learning. Tutors provide good extension tasks and activities that challenge the more able. They use questioning well to stimulate good lively discussions and to help monitor learning.
- Where learning is less successful, tutors do not plan learning sufficiently to meet individual needs and as a result, learners do not engage as well as they could. Tutors do not always spend sufficient time checking learner understanding.

- The study programme is well planned and learners undertake substantive work experience as the core activity as well as gaining appropriate qualifications in English and mathematics.
- NYCC has not developed its apprenticeship programmes well enough. Assessor visits to the work place are regular and productive; however, assessors do not always use a sufficient variety of assessment methods. Apprentices' targets often focus too much on the qualification framework and not enough on the apprentices' personal and employability skills development. A few apprentices are capable of achieving at a higher level than the framework to which they have been recruited.
- Learning resources are good and are used very effectively to further stimulate the interest of learners. Although tutors use technology well to display interesting presentations, video clips and illustrations, not all tutors make sufficient use of the available technology to add interest and variety. Not all venues yet have access to information learning technology to enliven lessons. The service has developed and extended resources on the virtual learning environment, however, the resource is still not used as well as it could be.
- Tutors routinely assess the starting points of learners and identify clear individualised learning objectives. Progress towards these is monitored and recorded accurately, motivating learners. However, not all tutors use the result of initial assessment sufficiently to plan learning sessions and to set appropriate or challenging targets.
- Learners have a good awareness of their progress on the programme through good verbal and written feedback. They know about how well they are doing, and what they need to do to make further progress and this motivates them. Arrangements to quality assure learner and tutor performance are thorough and effective.
- The service has seen embedding of functional skills as a priority and the majority of tutors integrate English and mathematics very effectively into their lessons. In one Spanish language session the tutor used activities on expressing frequency to calculate how many times a day, week or month learners repeat an action. However, not all tutors plan lessons to embed English and mathematics as well as they could.
- Information, advice and guidance are good. Learners receive clear information about courses and possible progression routes. Guidance on the next steps learners can take is integrated successfully into programmes. Specialist staff provide timely support throughout the learning programme. They reach learners out in their communities very effectively. Learners value the support and a significant number of learners take up their services. The in-class additional support very effectively helps learners to succeed and specialist support is accessible to learners with complex needs.
- Learners benefit from an approach to learning that welcomes and responds to individual needs. An atmosphere of mutual respect encourages them to participate well and tutors are sensitive to the needs of different groups of learners. Tutors include a variety of topics and approaches to promote understanding of equality and diversity, such as same-sex marriage and bullying. However, in a few classes the tutors do not widen learners' understanding as well as they could.

Health and social care

Early years and playwork

Apprenticeships

Requires improvement

- The quality of teaching, learning and assessment in health and social care and early years and playwork require improvement as reflected in the low but improving success rates, the appropriate progress made by apprentices and in the reasonable level of skills they develop.
- Assessors do not use sufficiently the results of initial assessment to inform their planning for the training of apprentices. They are not always effective in setting targets for improvement. Some reviews of progress are detailed. However, records of others do not give sufficient information to help apprentices understand what assessors expect them to do following the session.

- Targets set for individual apprentices focus too much on the qualification requirements and do not challenge learners to develop to their utmost. Although assessors agree action plans with apprentices, targets are not always clear or measureable.
- Assessment methods require improvement to support good learning and progress. Too often assessors focus very narrowly on a small part of the qualification, rather than looking to assess the learners' skills in multiple areas. Staff give insufficient written feedback on how to improve and do not consistently correct spelling or grammatical errors.
- Assessors are very knowledgeable and up to date in their subject area. The apprentices clearly value their expertise and experiences that they share with them during sessions. They use interesting professional examples that engage learners and extend their awareness of different practice.
- In less effective sessions, not enough time is planned for apprentices to fully reflect and consolidate learning. Too often, questions confirm basic understanding and do not adequately encourage learners to justify their answers or explain how this knowledge will improve their practice.
- Individual coaching sessions in early years and playwork are good. These meet individual needs well enabling learners to enjoy their studies and extend their understanding. Assessors establish good relationships with learners. Learners feel able to ask questions without feeling foolish.
- Support for apprentices is good. They have good access to their assessors who provide reliable, regular support through visits, email and telephone contacts. Assessors are approachable, supportive and flexible in meeting individual needs which apprentices' value highly.
- Delivery and assessment of English and mathematics requires improvement. Tutors often do not exploit the opportunities available in sessions to promote apprentices' functional skill development. For example, apprentices in this occupational area need to read and understand a variety of charts, they also need to understand the measurements and ratios associated with the administration of medications. However, staff do not always identify sufficiently these naturally occurring examples of English and mathematics in this area to make sure learners understand these vital concepts.
- A good level of advice and guidance is given to learners throughout their training programme. There are good links with a range of employer and careers guidance partners, which apprentices use. Assessors are generally knowledgeable in their sector about progression opportunities. However, not all learners are on the correct level of programme to match their prior learning.
- Apprentices have a good knowledge and understanding of both safeguarding and equality and diversity. They are able to demonstrate this well in their work roles. However, assessors are not always sufficiently challenging learners in reviews or in coaching sessions to extend their knowledge further.

Information communication technologies for users

19+ Learning programmes Community learning

Good

- Teaching, learning and assessment are good in information and communication technology (ICT) and this matches the good and improving success rates. Learners enjoy their learning sessions; they make good progress and develop skills well.
- Tutors skilfully plan and manage sessions to encourage learners to manage their own learning. They are able to support well groups of learners working on disparate topics, or at different levels. Tutors devise banks of very good learning materials so learners can learn independently. Learners make good use of peer support, and the very good online and paper-based resources. As a result, they make rapid progress.

- Staff take care to identify learners' personal goals, and tailor courses to ensure learners achieve these. For example, in a recent online auction course the tutor diverted from his original plan to include a segment on the online security issues learners had identified as a concern. Elsewhere, tutors routinely plan lessons to include activities relevant to learners' employment aspirations. As a result, learners feel valued and engage well with the activities.
- Tutors use initial assessment to identify learners' preferred learning styles, their mathematics and English skills, and their ICT experience appropriately. However, they do not use this information sufficiently well in planning all learning. As a result, a minority of learners are not fully challenged to progress as well as they could. Tutors generally refer learners to additional learning support when requested to by learners, but occasionally are too slow in doing this.
- Assessment is appropriate and frequent. It meets external awarding body requirements. Assessing and recording progress in courses that are not accredited externally has improved well and learners develop confidence from reflecting on skills achieved. However, in a minority of courses, aims are vague and undemanding.
- The service has developed good partnerships, for instance with job centres. Managers use demographic information well to locate provision in areas of greatest need. As a result, the number of learners recruited has increased steadily and NYCC reach their priority groups.
- Teaching accommodation is bright and welcoming although some smaller centres are cramped, and lack demonstration facilities. Information technology (IT) equipment is up to date, and tutors are starting to make good use of online resources to develop learners' IT and job search skills.
- Learners' development of mathematics and English skills is good. For example, tutors highlight the need for correct spelling, punctuation and grammar in formal letters, and show learners how to use online resources such as spell checkers. In sessions on internet and email, learners use file size to calculate storage space needed on a computer.
- Tutors promote equality and diversity well. Managers have been successful in helping tutors improve resources to promote these values. For example, one group of learners developed ICT skills by developing a presentation on different culture's festivals.

Foundation English and mathematics

Good

19+ Learning programmes

- Teaching, learning and assessment are good and learner achievement rates have improved steadily over the past three years and are now high. Learners make good progress. Progression rates to higher-level learning are high. Many begin their learning with few, formal qualifications. The standard of work in most English and mathematics lessons is good.
- Learners develop good English, mathematics and functional skills that help them to progress in life and work. English learners practise writing formal letters, develop their confidence in reading newspaper articles, learning new words like 'collaboration', the meaning of 'synonyms' and the use of semi-colons in writing. Similarly, mathematic learners value the development of their mathematical skills to enhance their employment opportunities. They use numbers, including percentages in their everyday life, and value how it helps them to support their children and family.
- In the more successful lessons, tutors plan effectively to meet the needs of individual learners. Learners enjoy their learning, the sharing of ideas and the good humour demonstrated by both tutors and peers. Learners participate well in lively discussions such as creating the 'well-rounded characters' for a creative writing task, and 'risky drivers' in a mathematics class.
- Tutors use a good variety of teaching methods and activities, including using short film clips, to highly effectively enhance learning and keep learners motivated. However, the availability and use of e-learning technology is variable.

- Tutors successfully use a range of familiar contexts and objects to enable learners to understand difficult concepts. In one mathematics lesson, for example, learners used the task of tossing coins in the air to consolidate their understanding of the concept of 'probability scale'. While in an English lesson learners discussed their habits of freezing food while discussing a newspaper article on the 'wastage of food'.
- English and mathematics tutors are enthusiastic, engage students well and have high expectations for them. They are well qualified with appropriate specialist qualifications and provide a very welcoming environment. Learners benefit from good quality teaching resources. However, learners make insufficient use of resources provided on the virtual learning environment (VLE) to extend their learning.
- Assessment is good. A thorough initial assessment of learners' skills ensures learners follow courses at the right level. Tutors use the results effectively when drawing up learners' personal learning plans and setting clear and measurable targets. Similarly, in most lessons tutors focus well on the requirements of the qualifications and consider the specific skills that individual learners' need to develop and practise in order to succeed.
- Care, guidance and support are good. Tutors provide good individual support to learners in class. Well-qualified and experienced learning and skills advisers give learners good information and advice on further study opportunities and arrange relevant individual support for learners, for instance in the use of computers to fill in job application forms.
- Tutors check learners' progress in lessons effectively. Learners benefit from regular homework that extends their knowledge of English and mathematics. Marking of written work is thorough. Tutors' written feedback, for most courses including on the GCSE and functional English courses is both encouraging and constructive to help students progress further.
- Staff promote equality and diversity well in lessons. Diverse groups of learners at different levels, including those new to the country, work very well together and value each other's backgrounds and contributions. Tutors successfully develop a good awareness among their learners of diversity issues. For example, a tutor explored different religious beliefs and gender issues in an English class after watching a video of a woman being harassed on the streets of New York. In another English lesson, a lively discussion focused on the use of punctuation marks in other languages.

The effectiveness of leadership and management

Good

- Senior leaders, managers and councillors have established a clear strategic vision about how the service contributes to the county's priorities for education, skills and improving employment prospects for North Yorkshire residents. The recent move to position the service within a restructured education and skills directorate unit enables leaders to ensure that NYCCs objectives link effectively with those of the county.
- Leaders of NYCC work effectively with the Local Enterprise Partnership to ensure that provision meets regional and national priorities. Leaders and managers have established many strong partnerships with a wide range of local learning and service providers. Representing community and employer priorities well, the North Yorkshire Community Learning Partnership, led by the head of service, has clearly defined priorities for NYCC in different local areas. The service has adapted the community learning offer well to make it better targeted to meet the literacy, numeracy and basic ICT skills needs of the most disadvantaged residents of the county.
- Governance is good. Executives and council members are committed to ensuring the service meets the needs of the community. They offer good support and challenge to leaders of the service and receive clear written reports on how the service is performing and implementing provision that meets their strategic objectives. Data in reports, however, do not always contain sufficient summary detail to enable them to easily identify remaining areas of low performance and slow improvement.

- Performance management of full-time staff and of the subcontractor are good. Clear lines of accountability enable senior managers to effectively tackle underperformance of full-time staff in the seven local areas covered by the county council. Monitoring of the work of the subcontractor is good. The regional management structure provides clear lines of communication and supervision for part-time tutors.
- Appraisals of part-time tutors assess their performance thoroughly over a range of competencies, including the outcomes of lesson observations. Outcomes from observations identify appropriate areas for improvement and action points. Tutors whose performance is not meeting required standards receive structured support and development to improve. However, managers have not used the revised process with all the tutors they manage yet and observations of teaching do not occur frequently enough for all staff. As a result, improvements in teaching and learning have not occurred at the same pace across all areas of provision and small areas of underperformance still exist.
- Managers have made improvements to quality assurance arrangements since the last inspection. The service-wide focus on improving the application of the recognition and recording of progress and achievement (RARPA) process has been particularly effective. Self-assessment of community and classroom-based learning courses takes good account of users' views to develop and improve provision. However, managers' access to accurate and timely management information and performance data to support their evaluation of courses and teaching requires improvement.
- Quality improvement and performance management arrangements for staff delivering apprenticeships require improvement. The improved processes managers have introduced for the majority of the provision delivered by the service have only recently been used in this area of delivery and have not had enough impact in improving it.
- Managers are effectively developing the curriculum to meet national and local priorities. The management of English and mathematics provision is good; responding well to the identified priority to improve the literacy and numeracy skills of local people. NYCC has effectively introduced a small 16-19 study programme provision in Nidderdale. The programme aims to prepare the young people for apprenticeships or future work in local rural occupations.
- The strategy and approach to meeting NYCC's priority to support local employment needs requires improvement. Managers have been slow to address the poor success rates on apprenticeship programmes. Strategies to engage with the many small to medium-size employers in the county lack sufficient clarity as to how the service will target and support business sectors to meet adequately their skills shortage needs. The service's approach to employer engagement has not created the targeted number of apprenticeship opportunities for local people.
- NYCC promotes inclusion very well through the curriculum and programmes it offers. Since the previous inspection, managers have made a concerted effort to deliver training and raise teachers' awareness of how to promote equality and diversity through their teaching. Tutors have increasing confidence about how to include relevant topics into their planning. They are also better equipped to extend situations raised by learners based on current events and local issues into conversations and activities that encourage learners to challenge stereotypes.
- Managers monitor the performance of different groups of learners to identify any differences in achievement. They have successfully taken action to close many of the achievement gaps such as for learners who receive additional support who now achieve as well as or better than those who do not. Managers have been less successful in addressing the achievement gap between apprentices and learners on other types of programme.
- Safeguarding arrangements for learners require improvement. Although meeting statutory requirements to safeguard learners, the services' own records of essential staff training and of staff cleared to work in regulated activity are not sufficiently up to date to inform managers about staff's knowledge in this area.

Record of Main Findings (RMF)**North Yorkshire County Council**

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
ICT for users	2
Foundation English and mathematics	2

Type of provider	Local authority								
Age range of learners	16+								
Approximate number of all learners over the previous full contract year	6278								
Principal/CEO	Mrs Linda Burgon								
Date of previous inspection	May 2013								
Website address	www.northyorks.gov.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+	
	18	572	3	320	1	24	N/A	N/A	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18		19+		
	11	34	2	68	N/A		N/A		
Number of traineeships	16-19		19+		Total				
	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	952								
Number of employability learners	110								
Funding received from	Education Funding Agency and Skills Funding Agency								
At the time of inspection the provider contracts with the following main subcontractors:	■ The Academy Hair and Beauty Limited								

Contextual information

North Yorkshire is England's largest county, much of it lies within two national parks and over half the population live in areas classified as 'sparse' or 'super sparse'. Parts of the county are areas of deprivation, such as areas in Scarborough which are among the most deprived in England. Around 5.6% of the population of the county is from minority ethnic groups compared to 14.3% across England. The armed forces have a significant presence across the county; the 2011 census recorded almost 2% of residents employed in the armed forces. The proportion of the population claiming out of work benefits is around 8%, which is 5% lower than the regional average.

Information about this inspection

Lead inspector

June Cramman HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the Principal Officer 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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