

First4Skills Limited

Independent learning provider

Inspection dates		18–22 May 2015
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Not previously inspected
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:

- the proportion of learners, including apprentices and the apprentices in subcontractors, who complete successfully are low; too many do not complete in the planned time
- teaching, training, learning and assessment are not good enough because not all trainers plan activities well to ensure apprentices extend their vocational skills much beyond their starting points
- most trainers do not develop apprentices' skill levels in English and mathematics well enough, consequently too many do not develop these skills to a higher level
- managers do not ensure that the learning plans, progress reviews and feedback stored in the digital portfolio system are accurate and of a good quality so that apprentices and employers can use it productively
- leaders and managers do not manage the subcontractors well; they do not monitor the progress of apprentices studying with subcontractors sufficiently, as a result the proportion of apprentices who complete with the subcontractors is lower than the proportion who receive training from the company's own trainers
- the quality improvement arrangement and the self-assessment process do not lead to improvements fast enough
- the provision does not meet the needs and interest of all apprentices and employers well, as too many apprentices do not develop to the high standards required to fulfil their potential
- although directors provide good oversight and support, they do not challenge senior managers well enough to ensure the quality of the provision is good or better.

This provider has the following strengths:

- most apprentices enhance the generic skills which employers seek, such as, confidence, communication and working in teams
- trainers are flexible in arranging visits to meet the needs of apprentices and employers
- management actions have led to fewer apprentices leaving their programme this year and the decision to withdraw from working with several poor performing subcontractors.

Full report

What does the provider need to do to improve further?

- Rapidly raise apprentices' success rates and their pace of progress, including for apprentices in the subcontractors, by planning their individual training in detail, including with their employer, and checking their progress against these plans, so that good action is taken when performance declines.
- Ensure that apprentices' training plans, progress reviews and feedback that are held in the digital portfolio system are accurate, up-to-date and detailed so that apprentices can use the information about their training to become independent learners.
- Improve the quality of teaching, training and learning sessions by ensuring trainers plan and include a good range of activities which challenges apprentices, particularly the more experienced, so that they extend their vocational knowledge and skills beyond their starting points.
- Ensure trainers encourage and challenge apprentices to develop their English and mathematical skills at higher levels, beyond the minimum level required for their qualification, so as to enhance their career prospects.
- Ensure that trainers' digitally recorded feedback is supported appropriately with a detailed written summary, so that apprentices can easily access and review their feedback and are clear about what they need to do to improve.
- Ensure subcontractors are managed well so that the performance of the apprentices studying with them improves significantly and swiftly.
- Rapidly increase the effectiveness of the quality improvement arrangements by monitoring and improving all aspects of the provision rigorously and systematically, such as apprentices' individual training plans and progress reviews, so that all aspects of training and assessment are good or better.
- Review and improve the self-assessment process so that the resulting report is more critical, and provides an accurate view of the provision and an effective improvement action plan.
- Ensure directors challenge senior managers well, so that the quality and outcomes of the provision is at least good.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Almost all learners training in First4Skills Limited follow apprenticeships at intermediate and advanced levels. Around 56% apprentices are on retail and commercial enterprise, 32% are on business, administration and law and 12% are on health, public services and care programmes. The training for health and social care apprentices is subcontracted to eight providers. Around 19% of apprentices are aged 16 to 18, 39% are aged 18 to 23 and 42% are aged 24 and over. Less than 1% of learners are on workplace learning and classroom based provision. ▪ The subject areas inspected and graded cover around three quarters of the total provision. Inspectors also sampled other subject areas, which contributed to the overall judgements. ▪ In 2013/14, the second year of the company's operation, the proportion of apprentices achieving successfully declined and requires improvement. The achievement of apprentices who completed their training through subcontractors is inadequate. Too few workplace learners and learners studying on classroom-based courses completed successfully. Too many apprentices took much longer than planned to complete their frameworks. ▪ Last year, apprentices in different regions did not achieve equally well, for example, apprentices from the North East did not achieve as well as apprentices in the North West. None achieved 	

well. Apprentices aged 16 to 18 and 19 to 24 achieved less well than apprentices aged over 24. There are no significant achievement gaps and in rates of progress between male, female or apprentices from different cultural heritage; none achieved well.

- In-year data indicates that the proportion of apprentices staying on their programmes has improved compared to the previous year. The majority of current apprentices progress at an appropriate rate towards completing their qualifications.
- Most trainers do not do enough to promote the good use of English and mathematics; as a result apprentices do not develop these skills well. For example, apprentices working in care-homes do not develop a good enough standard of English in order to update care plans.
- Too many apprentices do not develop their vocational skills much beyond their starting points. Apprentices in health and care settings do not develop their practical skills well as a result of their training. Apprentices on early years and playwork, retailing and administration develop good relevant skills and become more productive employees.
- The majority of apprentices develop generic skills which employers demand, such as motivation and reliability. They become more confident, can work and communicate better with others. The standard of apprentices' written work varies significantly; little is good or better.
- Apprentices' depth of understanding of treating individuals fairly and having respect for an individual's preferences varies significantly and requires improvement. Some apply their understanding of fair treatment well, such as by removing barriers which individuals face, for instance, helping customers with vision impairment choose food. However, too many are far less confident at dealing with these matters.
- Only a small proportion of apprentices progress to higher level qualifications. Many stay in their employers and take additional responsibility where opportunities are available, for example, to order stock or construct work rotas. Employers surveyed report that the apprenticeships contribute well towards apprentices' job prospects and employment permanency.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement, reflecting that too many apprentices do not achieve their qualification and the variability in the development of apprentices' vocational skills.
- The quality of teaching and learning is too variable and requires improvement. At its best, most frequently in administration, aspects of retail and in early years, trainers use learning materials such as video and learning activities well to engage apprentices' interest, resulting in good progress.
- In the good or better sessions, trainers often make good links with work-place practices and teaching is personalised to meet the current levels of learners' understanding. For example, during one lesson in retail aimed at developing apprentices' understanding of 'five steps to a sale', the trainer made exemplary use of video and learning activities. She used questioning techniques well to check the apprentice's learning and adapted her teaching to extend the apprentice's knowledge.
- Not enough sessions are good or better; the quality of teaching and training in the subcontractors is lower than the company's directly delivered training. In too many sessions trainers do not plan for learning effectively, they include too many activities that do not promote good learning. In these sessions, often there is too much reading from presentation slides and completion of workbooks which does not extend sufficiently apprentices' knowledge. Trainers often do not have high expectations of apprentices and focus on the minimum standards that they must achieve to complete their vocational units. As a result, teaching and training does not offer a sufficient level of challenge and apprentices do not achieve their potential.
- In catering not all work settings are adequate; where they are not, they restrict the level of learning that can take place. Trainers do not sufficiently focus on important issues such as food safety.

- Most trainers provide their apprentices with good oral feedback about assessed work using digital voice recorders but they seldom provide a written summary. This makes it difficult for apprentices to use trainers’ feedback to improve their subsequent work because they need to play back the full length of the recording to extract their feedback. As a result, apprentices do not have a sufficient understanding of what to do to improve and do not do enough independent learning.
- Trainers do not plan in sufficient detail the scheduling of each element of the apprentices’ framework to enable them to achieve in the planned time. As a result, it is difficult to monitor apprentices’ progress.
- Employers are positive about the general level of communication maintained by trainers with them and their flexibility to time their visits to suit workplace needs. However, employers are often not involved fully in progress review meetings.
- Arrangements to improve knowledge and skills in English and mathematics are not good for all apprentices; delivery is good in administration but not good enough in other subjects. As a result, too few apprentices achieve functional skills qualifications. Trainers initially assess apprentices’ previous attainment and make appropriate arrangements to improve areas requiring development. However, they do not encourage apprentices enough to develop their English and mathematics skills beyond the level required by their apprenticeship framework. Therefore, too few work towards functional skills at a higher level than required for their qualification, which at would support them in their job role and future employment prospects.
- Trainers’ expectations on the amount of written work that apprentices should produce are not high enough. A significant number of apprentices complete their qualifications using voice recordings only and produce very little written or other types of evidence. Trainers do not identify or correct apprentices’ written work rigorously enough to help them improve their English and vocational knowledge.
- During induction, trainers introduce apprentices appropriately to their qualifications frameworks, teaching and assessment methodology and the company’s policies on, for example, health and safety and safeguarding. Apprentices receive good individual support from their trainers through their monthly formal meetings, supplemented by telephone and email contact. Trainers provide suitable advice on progression from intermediate to advanced-level programmes.
- Trainers do not promote treating individuals fairly or valuing differences consistently well, consequently apprentices’ understandings about these areas are not sufficiently well developed. In catering, trainers have a cursory approach to these areas. In retail trainers develop well apprentices’ understanding of the importance of communicating effectively well with customers from different backgrounds.

Health and social care Early years and playwork Apprenticeships	Requires improvement
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Teaching, learning and assessment in health and social care, and early years and playwork require improvement because:

- too few apprentices achieved their qualification in 2013/14, current apprentices are making appropriate progress against their diplomas, however, they do not make sufficient progress towards completing other aspect of their apprenticeship framework; for example, too many have yet to pass their functional skills tests

- in the majority of lessons, particularly at advanced level, trainers do not make effective use of the apprentices' prior skills and experience to plan learning that closely matches their needs and aspirations; therefore they do not develop new or higher-level skills
- too many trainers do not provide apprentices with written feedback on their work to help them to make improvements and master technical language; apprentices are not always clear about what they have achieved and what they need to do in their subsequent work to improve
- trainers do not place sufficient emphasis on developing apprentices' skills in English and mathematics, they do not always check apprentices understanding of difficult technical terms; health and social care apprentices do not fully appreciate the importance of being able to apply mathematical concepts in their job roles, for example, using ratios when measuring medicines
- health and social care apprentices are not involved sufficiently in setting learning targets for improvement during reviews; as a result it is not always clear what they are required to learn and demonstrate before their next review
- too many trainers do not use questioning techniques well enough to check that apprentices fully understand the topic or to extend apprentices' knowledge further.

Teaching, learning and assessment in health and social care, and early years and playwork has the following strengths:

- as a result of good training early years and play work apprentices make good progress
- in early years and playwork trainers plan and embed work-related knowledge well in their teaching; they include relevant English and mathematical concepts so that apprentices can use them in their job roles, for example, to estimate the cost of planning different activities
- trainers are well qualified and have extensive vocational experience in diverse care settings; they use this expertise well to ensure that apprentices understand the varied and complex needs of service users
- trainers provide good advice and guidance ensuring that apprentices are placed on the right apprenticeship programmes
- apprentices feel safe and demonstrate safe working practices in complex and high-risk care settings; they recognise their responsibilities in keeping vulnerable service users safe.

Retailing and wholesaling

Apprenticeships

Requires improvement

Teaching, learning and assessment in retailing and wholesaling require improvement because:

- a low proportion of apprentices complete their programmes in the planned time; although improvements have been made, current apprentices' progress is too slow
- target setting in the majority of learning plans is weak; the targets focus on units to be completed for qualifications solely and are too generic, they do not identify how apprentices can make improvements and progress in their learning
- teaching and assessment practices are not good enough; too few trainers use effective questioning techniques to assess learning, trainers often include too much activities in learning sessions which does not help apprentices to consolidate their knowledge and skills so they do not always make sufficient progress

- trainers do not plan sufficient off-the-job learning for the majority of apprentices; they plan activities that predominantly meet the qualification standards and rarely build on and extend learning to help apprentices gain knowledge at a higher level than the minimum that the qualification requires
- trainers do not provide clear feedback to apprentices in sufficient detail in the digital portfolio system on what they need to do to improve; they rarely give written feedback to apprentices in progress reviews but do make voice recordings; the recordings lack sufficient details and apprentices do not routinely listen to these recordings
- the majority of trainers do not support the development of apprentices’ English skills well enough; apprentices complete very little written work which is not routinely marked, mistakes in spelling, punctuation and grammar are not identified which results in too few apprentices making sufficient progress towards improving their English.

Teaching, learning and assessment in retailing and wholesaling have the following strengths:

- trainers regularly use video clips to reinforce learning and complete voice recordings to gather evidence for qualifications that enables efficient use of time in assessment visits
- apprentices develop good generic skills as part of their apprenticeship programme; they gain skills in team working, team leading and using information technology
- trainers work well with employers to plan learning; they match activities effectively to the apprentice job role, for example, with one national employer they link training well with the company’s in-house training programme
- trainers embed activities well into learning to help apprentices develop equality and diversity knowledge; they discuss work related instances, for example, how to communicate when selling a television to customers with disabilities.

Administration	Good
Apprenticeships	

Teaching, learning and assessment in administration are good because:

- current learners are making good progress; most remain on their programmes, a significant improvement since 2013/14 when too many apprentices aged 16 to 18 left without achieving their framework
- enthusiastic, knowledgeable and motivated trainers have high expectations of what their apprentices can achieve; as a result apprentices’ standards of work are high with many achieving and a few exceeding their qualification requirements
- trainers ensure that apprentices complete an appropriate amount of independent study and research such as establishing the principles of business in their own and different organisations, hence they develop good independent learning skills
- trainers plan and introduce a wide range of stimulating activities for off-the-job training that engage, motivate and inspire apprentices well to extend their knowledge and experience; for example, a stimulating video shown in a session engaged the apprentice in a lively discussion about the advantages and disadvantages of different business structures
- apprentices complete detailed initial assessments that accurately identify their English and mathematics levels and aptitude for work; trainers use the results of this information to plan an individualised programme specific to apprentices’ needs and job roles

- trainers use well-planned assessments to build on and extend apprentices' knowledge and skills; good oral feedback guides apprentices on what they need to improve, they skilfully question apprentices to further extend their knowledge and confirm their understanding
- apprentices develop good English and mathematical skills that enhance the skills which employers look for; apprentices develop these skills when completing calculations, reading, writing and speaking or when they discuss complex business terminology such as monopolistic competition
- apprentices benefit from clear and effective information, advice and guidance; induction ensures learners enrol on the right programme and as a result the proportion of apprentices who leave too early has significantly reduced since August 2014.

Teaching, learning and assessment in administration are not yet outstanding because:

- managers have not yet sufficiently developed trainers' skills in identifying and promoting fair treatment and respecting differences in order to advance apprentices' understanding
- not all trainers provide detailed written feedback to reinforce the existing high quality oral feedback to help apprentices to improve even further
- trainers undertake frequent progress reviews; however, these are often recorded too briefly in the digital portfolio system and employers are not sufficiently involved in reviewing apprentices' progress.

The effectiveness of leadership and management

Requires improvement

- The company underwent major changes to its ownership, governance and leadership arrangements in 2012/13. In the last twelve months, it has recruited a new chief executive, senior management team and directors. They have reviewed and implemented a new strategic direction, new structure and revised policies and procedures. Some changes have started to show early signs of improvement, for example, fewer learners have left their apprenticeships early. However, these changes have not yet sufficiently improved the standards of training and too many current apprentices are not making good progress.
- Managers do not effectively monitor and manage the performance of subcontractors. The quality of apprentice provision in several subcontractors is weak and the proportion of apprentices successfully completing is very low. The company made the strategic decision prior to the inspection, to cease recruiting apprentices in health and social care, childcare and professional cookery, and withdraw contracts from the underperforming subcontractors at the end of May 2015.
- Directors have successfully provided good support and oversight of the reformed strategic direction and financial priorities taken by the organisation. However, they have not challenged senior managers sufficiently about the effectiveness of the implementation of the new policies and procedures, or ensured quick enough improvement in standards. They recognise that they need to challenge the managers more robustly to accelerate the pace of improvement.
- As a result of effective and open communication, staff recognise the value of recent changes to the organisational structure and redefined job roles, which have led to improvements in the lines of accountability across regional teams. Senior leaders have successfully ensured that staff have a greater understanding and ownership of the priorities of the organisation.
- Performance management for trainers directly employed by the company is increasingly more effective; for subcontractors' trainers it is not. Directly employed trainers benefit from good development support from the company's learning coaches. They regularly observe trainers and use the information from the observation of teaching and learning constructively to help trainers to improve their training skills. Managers do not use adequately the information from the

observation of teaching and learning in subcontractors to demand an increased pace of improvement.

- Managers do not have access to sufficiently detailed and timely information about all apprentices' performance, for example, for the apprentices in the subcontractors. Consequently, interventions are not prompt enough when performance declines. Managers have developed an extensive system to monitor progress of apprentices in all regions and take actions to ensure completion within the planned time. However, the system is not good enough, for, around one fifth of the current apprentices progress too slowly towards completing their qualifications.
- Quality improvement arrangements require improvement. Despite significant recent changes, quality assurance and improvement activities are not yet effective fully because they are not raising standards of provision quickly enough. Managers have not implemented the quality systems well enough to ensure that the information held about the various aspects of apprentices' training, such as their individual training plans or progress reviews on the company's digital portfolio system, is comprehensive and accurate.
- The self-assessment process is insufficiently critical. The resulting self-assessment report overstates the strengths and omits key areas for improvement. For example, it does not consider sufficiently the impact of a decline in success rates in 2013/14 on evaluating apprentices' outcomes. The improvement plan does not include all the significant areas for improvement.
- The provision does not meet the needs and interests of all apprentices and employers well enough. Whilst the curriculum provides a broad variety of training opportunities at different levels across the country, a significant minority of experienced employees are recruited to courses that provide little opportunity for them to extend their skills and expertise to progress or seek promotion on completion of their programme. The company meets the needs of apprentices on business administration apprentices well; they receive good specialist support from English and mathematics tutors, and have access to high quality learning materials but this good practice is not shared effectively. Managers have developed links with local enterprise partnerships, local chambers of commerce and regional provider networks to develop the provision. They are increasingly effective at liaising with small- and large-scale employers to customise programmes to meet their specific training needs but insufficient attention is given to developing learners' English or mathematics skills.
- Managers actively promote the importance of treating individuals fairly and respecting different preferences both among staff and apprentices. Many apprentices receive suitable training to help raise their awareness, for example, in dealing with customers with physical disabilities. However, not all trainers promote these themes well, particularly in off-the-job training and progress review sessions.
- The company's approach to safeguarding apprentices is good. Suitable arrangements are in place to help safeguard the welfare of apprentices. Managers carry out checks on staff to confirm their suitability of working with apprentices. They record any identified issues well and the follow up process is effective. Staff and apprentices receive suitable information about protecting individuals during their inductions. They are aware of their responsibilities associated with safeguarding and what action to take if ever they have concerns. Managers ensure that all employers are risk-assessed for safety. Strategies and training to raise apprentices' awareness of extremism and radicalisation are progressing well, for example, managers have produced extensive and well-produced resources for training trainers and apprentices in topics such as British values and radicalisation.

Record of Main Findings (RMF)

First4Skills Limited

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
Retailing and wholesaling	3
Administration	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	13,985							
Principal/CEO	Ms. Sue Price							
Date of previous inspection	N/A							
Website address	www.first4skills.com							
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+
	N/A	0	N/A	0	N/A	0	N/A	0
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	814	2560	310	2228	2	56		
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	N/A							
Number of employability learners	17							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Apprentice Team limited ▪ The City of Liverpool College ▪ Dawn Hodge Associates limited ▪ Enabling Development Opportunities limited ▪ Fleetmaster Training limited ▪ FW Solutions limited ▪ The Beauty Training College limited ▪ Opening Minds Training limited ▪ Lionheart in the Community limited ▪ Parenta Training limited ▪ Pursuit Training Limited ▪ J G W Training limited ▪ The Challenge Network 							

Contextual information

First4Skills Limited (First4Skills) was acquired by The City of Liverpool College (CoLC) and 3AAA LLP Limited in September 2012; from November 2014 it became wholly owned by CoLC. First4Skills is a national training provider that offers provision through a combination of direct delivery and subcontracting arrangements across England, it also holds a contract in Scotland). It operates from five sites across England with its head office in Liverpool. The operational management and delivery is broken down into the North, Midlands and South regions to support engagement at a regional and local level. The company provides apprenticeship training and work-related training to young people and adults in small- and medium-sized and large business. A high proportion of subcontracted provision is for apprenticeships in health and social care, and early years and playwork; most of these contracts are terminating in May 2015.

Information about this inspection

Lead inspector	Shahram Safavi HMI
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Four of Her Majesty's Inspectors (HMI) and 4 additional inspectors, assisted by the Director of Operations and Quality as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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