

New College Nottingham

General further education college



Inspection dates

1–4 December 2015

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16 to 19 study programmes	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a good provider

- Governors, leaders and managers place a strong focus on raising standards through well-managed quality improvement activities that have led to good and improving outcomes for learners across the college.
- Managers engage very well with partner organisations, aligning the college's curriculum to meet their priorities, the needs of local and regional employers and the expectations of learners.
- Teachers have good subject expertise and have high expectations that motivate and capture learners' interest.
- As a result of high standards of teaching, learning and assessment, learners make good progress in the majority of lessons.
- Learners behave well, show respect for each other and their tutors, and demonstrate a positive attitude to their studies.

It is not yet an outstanding provider

- AS-level learners do not succeed well and learners on level 3 programmes make slower progress than expected.
- Not all learners on the study programme have good-quality external work experience provided in a timely manner.
- Managers' appraisals of individual teachers' performance do not contribute sufficiently to the further development of excellent teaching across the college.

Full report

Information about the provider

- New College Nottingham is a large general further education college that has five sites in the centre of Nottingham. The college offers courses in a range of academic and vocational subjects from entry level up to level 5. The proportion of 16–18-year-olds in the local area who achieve five GCSEs at grades A* to C is below the national rate, but the proportion of the local population who are qualified to level 2 is the same as that nationally.
- The rate of unemployment locally is higher than the national rate. The proportion of learners at the college who are of minority ethnic heritage is similar to that within the local population. While there are some prosperous areas of the city, areas of significant deprivation also exist.

What does the provider need to do to improve further?

- Ensure that all teachers set suitably demanding work for A-level learners, and check learners' understanding effectively by referring frequently to awarding body requirements.
- Ensure that managers make best use of the college's links with employers, so that all learners on the study programme are able to receive meaningful external work experience that will prepare them well for work.
- Ensure that managers have the necessary skills to evaluate and manage staff performance; provide managers with clear indicators to monitor the effectiveness of teachers; and make sure that managers' appraisals lead to individual action plans which help staff improve their teaching, learning and assessment towards excellence.

Inspection judgements

Effectiveness of leadership and management is good

- Since the previous inspection, managers have made improvements to the quality of provision, providing learners with good teaching, learning and assessment that has led to good outcomes. Governors and managers have made good progress in improving the financial health of the college. Staff are ambitious for their learners.
- Leaders and managers have undertaken an effective review of the college's strategic direction to ensure that it is fit for purpose and focuses well on its core business. The new Principal has successfully restructured the management team, making managers more accountable for their areas of responsibility; improved communications with staff; and upgraded the college's information and communications infrastructure to ensure that accurate data inform management decisions.
- Managers engage very well with partner organisations, aligning the college's curriculum to meet their priorities and the needs of local and regional employers as well as the expectations of learners. Managers at all levels make good use of labour market intelligence to inform this process. Curriculum teams make very good use of the expertise of employers to support the development of the curriculum, and to contribute to work-related learning activities so that they are more relevant to the world of work.
- Leaders manage the performance of managers robustly, and hold them effectively to account for outcomes and progress in their areas of responsibility. The range of indicators managers use to manage the performance of teachers is too narrow. Managers do not always conduct teachers' appraisals by the planned time and therefore they are not as effective as they could be in supporting excellence in teaching, learning and assessment.
- Leaders and managers place a strong focus on raising standards through well-managed quality improvement activities. These include frequent learning walks and regular meetings to evaluate the quality of teaching, learning and assessment. Where these activities identify areas for improvement, managers provide teachers with very good support from advanced practitioners and individualised staff development programmes that are improving their skills in teaching, learning and assessment.
- Managers use feedback from learners and employers very well to support improvements and self-assessment. The college provides good support to ensure the active involvement of the student union in the life of the college and in representing the voice of learners. Officers make very effective use of the collective views of course representatives to provide feedback to managers who listen carefully and seek to tackle learners' concerns. All staff make a sound contribution to the college's self-assessment processes.
- Teachers promote equality and diversity very effectively through a well-organised programme of events, exhibitions and celebratory activities, and by working successfully with local organisations, for example the interfaith council. They reinforce learners' understanding well through the tutorial programme. Managers use data effectively to identify and reduce differences in the performance of various groups of learners.
- Managers are aware of the need to develop and implement an effective e-learning strategy to support learners' independent learning better. Their plans to widen learners' access to online learning are not well coordinated and do not set clear expectations for teachers on how to develop and use this flexible learning tool.
- **The governance of the provider**
 - Governance is good. Governors have ensured that they have the skills and expertise to oversee the performance of the college. They provide good support to the Principal and use performance data well to hold leaders to account effectively.
 - Governors have a good understanding of the college's strengths and weaknesses, and use appropriate measures to test the college's performance. They ensure that managers continue to improve the quality of teaching and learning and are ambitious for even further improvements. Their self-evaluation contributes well to improving their own performance.
 - Governors have a good understanding of their responsibilities in relation to safeguarding learners and the prevention of extremism and radicalisation.

■ The arrangements for safeguarding are effective

- The arrangements for safeguarding are effective. The college meets its statutory requirements for safeguarding. Systems for staff and learners to report minor incidents and disclosures to the relevant safeguarding officers work very effectively. Managers use trend analysis effectively to ensure that they respond quickly to concerns. The college's e-safety arrangements very effectively monitor learners' behaviour online to ensure that they stay safe. Learners feel safe and know what to do to stay safe. The arrangements to raise the awareness of adult learners on discrete provision, and of apprentices, to the risks of extremism and radicalisation require improvement.
- The college has detailed vetting arrangements for visiting speakers including risk assessments and checks on the content of their presentations. The monitoring of the effectiveness of these checks requires improvement. Managers work well with local organisations and the police to promote social responsibility, and to provide staff with regular and relevant training that raises their awareness of safeguarding and other risks and threats. Managers meet regularly to carry out recruitment checks and keep detailed records.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment is good and has resulted in improving outcomes for learners. The majority of learners make at least the progress expected of them; in many cases they make good progress from their starting points.
- Teachers are experts in their subjects and use their teaching skills effectively to motivate and encourage learners and apprentices. Most teachers have high expectations for what their learners can achieve; they provide suitably challenging tasks that result in many learners making good progress in classroom-based and practical sessions.
- Learners benefit from good physical resources to support their learning effectively. They develop new skills well on vocational programmes in realistic work environments such as the training restaurant or hair salon, in which activities closely match many of the features and demands of the workplace. Learners following construction programmes make good use of a plot of land at one college campus to dig out and lay foundations as they would on a building site. Classrooms are well equipped.
- The topics covered in classroom sessions are highly relevant to learners and their studies and so contribute well to their progress. Learners in level 3 visual arts programmes enthusiastically investigate the impact of technology in shaping movements in art, which they find inspiring. In the majority of vocational sessions, teachers prepare learners effectively for examinations and assessments, and ensure that they are clear about what they need to do to achieve their target grade. Teachers in academic lessons are less effective in managing these aspects of learning.
- Learners receive good oral and written feedback on their work from teachers and assessors, which indicates clearly what they need to do to make improvements. Adult learners receive frequent homework that teachers correct helpfully and often use as a basis for effective recapping at the start of the next lesson. Staff monitor apprentices' progress closely and effectively; this process results in timely identification of those at risk of falling behind, and leads to implementation of rapid action to accelerate their learning.
- Teachers effectively set short-term targets for learners in the majority of study programme lessons, ensuring that learners know what they have to do to achieve within the session. However, targets set for apprentices and adult learners following part-time or access courses are often too general and do not help them to make progress and improve. In a small minority of sessions, most-able learners do not receive sufficient challenge to extend their learning.
- A small minority of teachers do not use strategies to assess learners' understanding effectively during lessons, for example question-and-answer techniques. As a result, they do not always have a clear picture of what progress learners are making, and what they still need to learn. The practice of encouraging learners to assess the work of their peers, in disciplines such as visual arts where such scrutiny is common between professionals, is not sufficiently widespread.
- Much English and mathematics teaching is effective and helps learners make good progress, particularly at lower levels. In subject lessons learners also improve their English skills well. Teachers insist that learners use language accurately when speaking and thoroughly correct errors in spelling, punctuation and grammar in learners' written work. Apprentices apply and extend their use of mathematics well, but other learners do not always develop their mathematical skills enough during vocational and academic lessons.

- Where appropriate, learners receive good additional support that effectively raises achievement. Managers provide support quickly once they identify a need. Staff liaise very effectively with schools, parents and carers, and other providers and agencies to plan programmes for learners with high-level and often very complex needs. A central team of highly qualified experts provides strong support for these learners, as well as for learners with sensory impairments and specific learning difficulties such as dyslexia. Learning support assistants provide good help to individuals and small groups within lessons.
- The college's virtual learning environment and provision for e-learning are not well enough developed, which reduces learners' scope to learn while away from the classroom.

Personal development, behaviour and welfare is good

- Learners treat each other, their teachers and other staff with respect. They behave well in learning sessions and in communal areas of the college. Learners enjoy their studies and have a good understanding of how their learning will help them in the future. Attendance and punctuality across the college have improved and a large majority of learners attend regularly and on time.
- Learners feel safe and learn within a safe environment. They know how to protect themselves against bullying and are aware of the risks associated with using the internet, particularly for social networking. Learners demonstrate safe working practices in the workplace and in practical sessions.
- The standard of learners' and apprentices' work in most lessons is high. They develop good technical skills valued by employers. Some gain useful additional qualifications. For example, catering students achieve food hygiene certificates and some qualify as baristas.
- Learners acquire good skills to help them gain employment. They practise interview techniques effectively and often prepare curriculum vitae tailored closely to the requirements of their vocational area. For example, aviation industry learners practise completing detailed application forms that a major airline uses when recruiting staff.
- Staff provide a good range of activities that ensure that learners understand the skills that employers value. For example, employers make regular visits to the college to talk about careers in their field, and learners carry out 'live' projects for local companies. Support for learners applying for higher education courses is good.
- Learners on 16 to 19 study programmes who have work placements with an external employer gain good skills to help them succeed at work. However, not enough learners on study programmes have benefited from such work experience.
- The college places a strong and successful emphasis on enabling learners to contribute actively as citizens within the community. It trains many to act effectively as the elected representatives for their class or course. A recent imaginative project saw learners research and report on the reasons for low achievement by some groups of learners, and make recommendations that the college adopted to remedy the performance shortfall.
- Learners have a good understanding of how to progress to their next steps in learning or employment. They benefit from high-quality careers guidance, as well as individual support sessions with career development coaches.
- Learners on study programmes have a good understanding of the 'Prevent' agenda and how to keep themselves safe from radicalisation. However, study activities on this theme do not sufficiently extend to other learners and apprentices.

Outcomes for learners are good

- The proportion of learners who successfully complete their programme has improved consistently over the last three years, and now compares favourably with that for learners at similar colleges. This is the case for learners across all the provision types the college offers.
- A high proportion of learners aged from 16 to 18 studying diplomas and certificates succeed well. Adults studying diplomas and following access to higher education courses also achieve to a good standard. Learners studying construction and engineering subjects and English for speakers of other languages (ESOL) succeed particularly well.
- A high proportion of learners successfully completed their functional skills course in 2014/15, particularly at entry level; these results showed a significant improvement on the previous year. However, learners undertaking mathematics at level 2 were less successful.

- The proportion of learners achieving high grades in GCSE mathematics improved in 2014/15 and was high. The proportion who achieved high grades in GCSE English declined in the last year but remained slightly above the low national average.
- Managers have eradicated most of the differences in performance between different groups of learners; outcomes for male and female learners are now similar, as are those for learners from different ethnic backgrounds. Disabled learners, and those with learning difficulties, perform better than other learners; learners with high needs succeed particularly well. Looked after children perform less well than others do.
- The proportion of apprentices successfully completing their programme has improved substantially over the last year; the proportion completing within the planned time is higher than that for comparable providers. At subject level, apprentices studying business, retail and commercial, and information and communications technology (ICT) succeed well, but this is less so for those following programmes in engineering and health and social care.
- Most learners are making good progress towards their educational goals. Apart from level 2 learners, most learners progress well within the college; those on level 3 programmes make good progress to higher education or employment. While managers have improved methods for recording where learners eventually go after completing their course, too many of their destinations are unknown.
- Learners studying AS-level courses do not succeed to a high enough level and, in common with other level 3 learners, they do not make the progress expected of them given their prior attainment.

Types of provision

16 to 19 study programmes

are good

- The college provides study programmes in all 15 subject areas. The largest areas are preparation for life and work, science and mathematics, and arts, media and publishing. Learners on 16 to 19 study programmes account for just under two thirds of the college's provision. The proportion of learners who successfully achieve their qualifications is generally high, with the exception of learners taking GCSE AS-level courses.
- Managers successfully implement individualised study programmes that build on learners' prior attainment and meet all the principles required of 16 to 19 provision. Learners without GCSE grades A* to C in either English or mathematics are enrolled on courses in these subjects at appropriate levels. This provision is good; attendance is high, and learners see the value of their lessons in relation to their main courses. Learners develop good employability skills through appropriate work-related learning, such as industry weeks, employers' fairs and enterprise activities, and, in a few curriculum areas, excellent real-work environments. Only a small minority of learners benefit from external work experience, which would prepare them even more effectively for future employment.
- Learners benefit from a high-quality dedicated careers advice and guidance service. Improvements to enrolment processes this year have ensured that learners are studying appropriate courses and building on their starting points. A large proportion of learners participate in individualised support sessions with career development coaches, which enable them to develop clear plans for their future. The large majority of level 3 learners progress to higher education or employment.
- Learners at all levels make at least the expected progress in most learning sessions, due to the challenging tasks and high expectations set by their teachers. Learners develop practical skills well, particularly at level 1 and level 2, and the standard of learners' work is appropriate for the level of their course. In a small minority of practical sessions, teachers do not set sufficiently specific targets, and learners make insufficient progress because the work is not appropriate for their individual ability level. Learners on A-level courses are not yet making good enough progress from their starting points, in part because a minority of academic lessons do not sufficiently focus on examination requirements. Managers have introduced several strategies to improve outcomes for A-level learners this year, but it is too early to say whether they will have the required impact.
- Teachers' assessment and feedback to learners are good. Their feedback on marked work is clear and enables learners to understand what they need to do to improve. In the majority of lessons at all levels, teachers set targets effectively, enabling learners to focus on what they need to do to achieve. However, in a minority of courses, teachers set generic targets and one assignment for the whole group, rather than employing individualised targets and tasks for the session and for particular learners; this practice limits learners' progress.

- Learners attend regularly and punctually; overall 16 to 19 attendance levels are high. Managers have implemented clear strategies for the management of attendance, which staff and learners understand very well. In a small minority of practical sessions, in which subject teachers set low expectations, attendance and punctuality are poor.
- Learners are effectively supported to develop their English and mathematical skills. Teachers focus on the appropriate use of English in vocational learning sessions, and correct spelling and grammar in assessed work. Where there are naturally occurring opportunities, learners are encouraged to develop their mathematical skills: for example, calculating layers of lamination when making puff pastry on a level 3 catering course; employing scale and diameters in a level 1 plumbing session; and using multiplication tables in a warm-up for a level 2 acting session.
- Learners behave and conduct themselves very well across the college, and a respectful atmosphere exists on all sites. Learners and teaching staff have very good working relationships, and learners are positive about their experience at the college. Learners are safe in their work due to appropriate management of the learning environment, including the wearing of suitable personal protective equipment. For example, level 2 media learners worked very safely when filming on location in a public space.

Adult learning programmes

are good

- Adult learners study full time and part time across all subject areas, with large numbers of learners at all main college sites. Of the 2,762 adult learners in college, just over half are studying part time.
- Managers make good use of their wide-ranging links with employers and community groups, and up-to-date labour market information, to ensure that adult learners follow programmes that develop their personal and employment prospects successfully. The majority of learners study on nursing, social care, construction, creative arts and ESOL programmes that reflect the community and employment priorities of the locality. As a result of the good information, advice and guidance that they receive, learners are studying suitable courses with good employment prospects. Learners continue to receive very helpful careers advice that helps them to make well-informed choices about their future aims.
- Learners respond positively to the high standards and expectations set by their teachers. They follow directions well, work productively and take pride in their achievements. A very large majority of learners grow in confidence and self-esteem, and make progress to the next stage of education or to developing their careers. Learners are courteous, considerate and respectful of their peers. Attendance is good in all but a minority of lessons.
- Teachers use a wide range of engaging activities that stimulate learners' interest successfully. Learners enjoy the many ways in which they learn. In particular, they benefit from group work that enables them to work with different people, or from making individual presentations that help them to develop research and independent thinking skills. They make good progress in their lessons. Learners link theory to practice well, developing a sound intellectual rationale for their work. For example, access to nursing learners draw on their theoretical knowledge of infections and antibodies to explain how this information informs good care practice.
- Teachers assess learners' progress effectively using techniques that include tests and presentations in lessons. Learners check each other's skills and understanding in practical demonstrations. For example, learners following beauty courses give each other helpful advice on how to apply theatrical make-up, and construction learners evaluate the quality of each other's plastering and skimming. Teachers set, mark and return learners' work promptly, enabling learners to improve. In a minority of lessons, teachers often do not ask learners sufficiently challenging questions to check and reinforce their understanding and help them to achieve their full potential.
- Learners have long-term targets recorded in their electronic individual learning plans that motivate and encourage them to improve. However, teachers set too many learning targets in individual lessons at the whole group; the targets lack sufficient precision and clarity to ensure that individual learners make the best possible progress.
- Learners make good progress in mathematics when specialist teachers work closely with colleagues in vocational areas. For example, hairdressing learners are enthused when calculating mathematical angles to help them plan cutting designs for practical salon work. Many learners, however, do not see the importance of mathematics and as a consequence do not achieve to a high standard. Most learners develop good oral English skills but teachers do not always correct poor written English, which hinders progress.

- Good accommodation and resources support learning well. Specialist rooms are clean, pleasant and well equipped, and create a very positive environment for learners. Learners consistently adopt safe working practices and feel protected and supported at college. Adult learners in groups with younger learners are made aware of the potential dangers of radicalisation and extremism. Learners have good access to computer facilities but teachers are not promoting information and learning technology consistently well across all subjects as a valuable and imaginative tool for developing learners' skills.
- Teachers promote an inclusive atmosphere and culture across the college, and learners value and respect each other's differences and backgrounds. Teachers promote equality and the awareness of diversity well in certain lessons; in one history lesson, learners discussed gender stereotyping in early modern Britain, and teaching assistants shared their experiences of prejudices in schools, which broadened learners' understanding. Not enough teachers, however, regularly use opportunities to develop learners' further awareness of matters relating to diversity in lessons.

Apprenticeships

are good

- The college has 484 apprentices and 265 advanced apprentices. The majority of apprentices follow programmes in service industries, business administration, construction and engineering. Programmes are well designed to meet the needs of employers and apprentices, and fulfil the principles and requirements of apprenticeships. The majority of employers work productively with college leaders to identify programmes that offer apprentices the best opportunities for training.
- Managers and assessors set high expectations; the large majority of learners achieve their apprenticeships, with an increasing number doing so by their planned end dates. The large majority of current apprentices are making at least the progress expected of them. They gain confidence, achieve good personal and employability skills, and enjoy their learning programmes. Employers recognise that the good work-related and personal skills developed by apprentices have a positive impact on the productivity and effectiveness of their businesses.
- Teachers and assessors use their extensive experience and expertise to motivate apprentices and capture their interest. As a result, in practical workshops and teaching sessions, apprentices make good progress. In these lessons teachers plan activities based on apprentices' prior knowledge and ability. Workplace mentors skilfully support apprentices' learning, to ensure that they work safely and understand the professional standards expected of them. In a minority of mainly theory lessons, apprentices make insufficient progress because the pace of teaching is too slow and teachers do not challenge most-able apprentices to make the expected progress.
- Apprentices receive good oral feedback from assessors and teachers, which identifies what they have achieved and what they need to do to improve their skills further. Teachers and assessors support apprentices well. They offer individual help for apprentices who miss sessions or are struggling with theoretical concepts. The small number of apprentices with identified learning needs are supported well and achieve in line with their peers.
- Managers and assessors regularly monitor the progress of apprentices, which has increased the pace of their learning. They effectively identify apprentices whose progress is slow, and agree and implement strategies to improve their performance. Targets set for a few learners within the review process are not specific enough to challenge them to improve their skills and knowledge in a timely manner.
- Apprentices in the large majority of vocational areas develop their use of mathematics effectively. For example, teachers ensure that apprentices are able to calculate accurately the volume of concrete used to construct footings for a building based upon the size and type of building under construction. However, teachers and assessors do not sufficiently help apprentices improve their written work by highlighting errors in spelling, grammar and punctuation.
- The majority of assessors effectively engage apprentices in discussions to broaden their understanding of the diverse nature of people with whom they are likely to live and work in modern Britain. Assessors helpfully extend these themes during apprentices' induction and progress tutorials at the college.
- Apprentices receive appropriate advice and guidance before starting their programmes. Induction arrangements ensure that learners understand clearly how they will benefit from their learning programmes. Effective reinforcement of apprentices' employment rights and responsibilities helps apprentices to improve knowledge and understanding of the workplace relevant to their job roles.

Provider details

Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	14,029
Principal/CEO	Dawn Whitmore
Website address	www.ncn.ac.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	900	1,155	947	1,999	1,996	886	74	9
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	248	227	124	132	0	1		
Number of traineeships	16–19		19+		Total			
	n/a		n/a		n/a			
Number of learners aged 14–16	n/a							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Aspire Achieve Advance Ltd ■ NCC Skills Ltd ■ The Skills Network Ltd ■ City College Nottingham 							

Information about this inspection

Inspection team

William Baidoe-Ansah, lead inspector	Her Majesty's Inspector
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Alastair Pearson	Her Majesty's Inspector
Claire Russell	Ofsted Inspector
Sylvia Farrier	Ofsted Inspector
Susan Gay	Ofsted Inspector
Nick Sanders	Ofsted Inspector
Stella Owen	Ofsted Inspector
Ralph Brompton	Ofsted Inspector
Ken Merry	Ofsted Inspector

The above team was assisted by the assistant principal, quality, as nominee, and carried out the inspection at short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college.

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