

Inspection dates	15–18 December 2015
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for learners	Requires improvement
16 to 19 study programmes	Requires improvement
Adult learning programmes	Good
Apprenticeships	Requires improvement
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a provider that requires improvement

- Learners' achievements, and their progress, have not improved sufficiently over the last three years for those on study programmes.
- Achievements for apprentices, other than those aged 16 to 18, were poor in 2014/15.
- On too many courses, teachers give work to learners that is too easy and does not develop their higher-level skills of thinking and critical evaluation.
- Not enough learners on study programmes benefit from external work experience in a commercial environment.
- Feedback on learners' and apprentices' work too often lacks detail and does not help learners to improve either their vocational work or their use of English.
- College managers overestimate the quality of teaching because they do not evaluate in enough depth the progress that learners make in and out of lessons, or the standard of learners' work.
- Although governors, leaders and managers show a perceptive grasp of the key issues facing the college, their work has not had enough impact in improving all learners' experiences and achievements.

The provider has the following strengths

- Good provision for learners with high needs, and for adult learners.
- High success rates for apprentices aged 16 to 18, and in engineering.
- Learners' behaviour in and around the college is largely exemplary, and they are courteous to one another and to visitors.
- Good provision for a wide range of disadvantaged learners, whose needs are not catered for elsewhere.
- Good collaboration with key local partners and employers in developing a curriculum that is focused well on local and regional employment priorities.

Full report

Information about the provider

- Grantham College is a small general further education college, serving the market town of the same name and neighbouring rural areas of Lincolnshire. The college is based on one main site close to the town centre. It provides courses in all subject areas, although the number of learners on several is small. Around 2,000 learners and apprentices are currently on programmes. Just under half of these are full-time learners aged 16 to 18 on study programmes. In line with regional and national priorities, apprenticeship provision has grown significantly and now comprises around a third of the college's work.
- Nearly all of the schools in Grantham and the surrounding areas have sixth forms. Attainment at age 16 in Lincolnshire is broadly in line with the national average. The local economy is diverse, with a large number of small and medium-sized enterprises.

What does the provider need to do to improve further?

- Improve teaching, learning and assessment by:
 - ensuring that evaluations of teaching and learning are rigorous and focus more on the progress that learners make and the standards of their work
 - raising teachers' expectations of what all learners can achieve, and ensuring that all teachers set demanding and challenging work both in lessons and for independent study
 - using detailed information on learners' and apprentices' existing skills and abilities to monitor their progress rigorously and set clear targets for improvement
 - ensuring that feedback on marked work enables learners to know exactly what they need to do to improve both their vocational work and their use of accurate English.
- Strengthen attendance monitoring so that dips in learners' attendance are identified immediately, and ensure that interventions result in more learners completing their course successfully.
- Raise success rates for adult apprentices by ensuring that the weaknesses in health and social care provision are tackled urgently.
- Ensure that all learners on study programmes benefit from external work experience in a realistic commercial environment.
- Leaders and managers at all levels should produce much sharper, more concise and self-critical evaluations of the strengths and weakness of the provision, and identify a small number of overriding priorities for improvement.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- Senior leaders' and managers' actions have not resulted in high standards in all areas of the college. The proportion of college-based learners who complete their qualifications successfully has remained static for the last three years. Success rates for apprentices have declined and were very low in 2014/15. Teaching, learning and assessment are not yet consistently good. Provision for adult learners, and for learners with high needs, is good.
- Leaders and managers strengthened the management of staff performance in 2014/15. Findings from staff appraisals and lesson observations inform a comprehensive package of training for teachers and assessors. Managers ensure that training is both comprehensive and focused on key priorities. However, they do not evaluate the impact of the training sufficiently carefully. For example, managers rightly identified a need to train teachers to improve learners' progress by providing more challenging teaching, but inspection evidence shows that a lack of challenge in lessons continues to be a key weakness.
- In the overall college self-assessment report, while leaders and managers have correctly identified that outcomes for learners require improvement, they have not taken sufficient account of learners' and apprentices' progress when evaluating teaching, learning and assessment. Data analysis is widely used but detailed evaluation of performance remains underdeveloped. Curriculum self-assessment reports lack rigour, and are too long and insufficiently evaluative. Too many targets in the quality improvement plan have not yet been achieved fully and the current plan is unwieldy, with too many actions.
- Lesson observers are not yet sufficiently skilled at evaluating the progress that learners make, or the standard of their work. As a result they are often overgenerous in their assessment of the quality of lessons. Inspectors judge that leaders' overall view of the quality of teaching is unrealistic. For example, data show that college observers judge nearly a third of lessons to be outstanding, but this does not fit well with either learners' outcomes or with inspectors' reflections on lessons.
- The college has strong collaborative links with employers, the local community and other stakeholders. A clear skills strategy, linking to the Greater Lincolnshire Local Enterprise Partnership, highlights the future skills priorities for Grantham. This labour market information informs curriculum planning effectively. Prudent financial management has enabled leaders and managers to develop new curriculum pathways and expand existing curriculum opportunities. For example, they have developed a specialist learning environment for learners with learning difficulties and disabilities, and have expanded apprenticeship provision.
- The range of subjects the college offers is broad, with progression routes from pre-entry level to higher education. The college is meeting most of the requirements of the study programmes; however, too many learners do not benefit from external work experience. Small and declining enrolments in a minority of curriculum areas, alongside the challenging financial climate, have led to high-level discussions with other providers to ensure sustained learning opportunities for their community.
- Senior leaders have prioritised English and mathematics. However, the increased emphasis on developing learners' English and mathematical skills across the curriculum is not yet resulting in improvements for all learners and apprentices.
- Independent careers advice is good, and effective partnership work with schools and the local authority broadens opportunities for young people who are at risk of disengaging from school and those who are not in education, employment or training. However, around a fifth of learners who leave the college are either not moving into further education, training or employment, or their destination is unknown.
- Managers promote the importance of understanding the diversity of modern Britain, and the values of respect and tolerance, effectively. Learners from different social and cultural groups achieve broadly equally. Learners with high needs, and those who have been looked after, achieve well.
- Leaders and managers have taken effective actions with regard to their duties under the 'Prevent' strategy. Managers work well with local organisations and the police to promote social responsibility and raise awareness of the dangers of extremism and radicalisation. However, the workshops delivered by external speakers are not reinforced sufficiently through lessons and tutorials.
- **The governance of the provider**
 - Governors have the skills and expertise to oversee the performance of the college, and their oversight of finance and resources is effective. A good range of employers are represented. Governors provide good support to the senior leadership team.
 - The challenge that governors provide has not yet brought about sufficient improvement to the college's educational performance. For example, the vast majority of improvements in the quality improvement plan have not yet been achieved.

- Governors have a good understanding of their responsibilities in relation to safeguarding learners and the prevention of extremism and radicalisation.

■ **The arrangements for safeguarding**

- Leaders and managers have effective policies and procedures in place to ensure that learners are safe. All staff and governors have been trained, and appropriate checks are made. Managers record, monitor and follow up safeguarding referrals carefully.
- Good links with relevant agencies enable managers to respond swiftly to individual cases as they arise. Managers ensure that they respond quickly to concerns, and analyse patterns of referrals carefully.
- Managers deal effectively with the small number of incidents of bullying, harassment and cyberbullying.

Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment are not yet consistently good across all subjects, levels and provision types. While adult learners and learners with high needs in discrete provision benefit from consistently good teaching, this is not the case for full-time learners on study programmes, or for all apprentices.
- On study programmes, especially but not only on level 3 courses, too many learners do not make as much progress as they are capable of because the work they are given, both in lessons and for independent study, is too easy. In a significant minority of lessons, neither the tasks learners are set nor teachers' questioning make learners think hard enough. As a result, learners' vocational knowledge and skills develop too slowly and in insufficient depth. Standards are higher in some, but not all, A/AS-level subjects. During the week of inspection, attendance was low at a significant minority of lessons.
- In most lessons, teaching and learning are effective and prepare learners well for their next steps, including for higher education. Teaching is usually purposeful, and vocational teachers make good links to the demands of working in industry. Questioning and other forms of assessment are used well to check what learners have learnt, and learners often take detailed notes that they use well to recap their learning.
- The quality of lessons in English and mathematics is very mixed. In the best instances, teachers focus effectively on helping learners to reinforce their underpinning knowledge and practise skills and techniques until they can replicate these securely. However, in weaker lessons the slow pace, combined with both teachers' and learners' lack of confidence, results in learners not making much progress. Attendance in English and mathematics lessons is consistently lower than in other lessons, but is improving.
- Apprentices in business administration, engineering, hairdressing and beauty therapy benefit from good-quality training at the college. Adult learners on access to higher education courses make good progress in improving both their underpinning knowledge and their study skills. In discrete lessons for learners with high needs, learners make good progress in developing their independent living skills.
- Resources for learning are adequate. Many teachers produce good learning materials. Although many classrooms provide stimulating learning environments, others do not. Very few teachers model good practice in the use of information and learning technology, either to accelerate and deepen learning or to prepare learners for the variety of uses of technology at work.
- Teachers' and assessors' feedback on learners' work is too often cursory, and spelling and grammatical errors are not always highlighted. Teachers monitor learners' progress and attendance carefully, but they are less adept at setting them specific targets for improvement. A powerful electronic system for monitoring all aspects of learners' progress is not yet being used to its full potential.
- Learners benefit from good information, advice and guidance to ensure that they are on the right course. Learners who need additional help with their studies, including those with high needs, are supported well. Learning support assistants are usually, but not always, deployed effectively. Parents welcome the college's good mechanisms for communicating with them about their sons' and daughters' progress.
- Leaders have recently appointed a number of 'quality learning leaders' whose role is to support new teachers and any who are struggling. The early signs are that these postholders are having a positive impact in promoting dialogue that encourages teachers to reflect on, and improve, their craft.

Personal development, behaviour and welfare

requires improvement

- Learners' behaviour around the college, and their attitudes to learning, are generally very good. Attendance at, and punctuality to, lessons is normally good, although in the week of the inspection attendance was low in too many lessons. For example, in one lesson preceding the Christmas break, only one of seven learners on the register attended. Most learners and apprentices take pride in their work, although the standard of work demanded by teachers is not always sufficiently high. Adult learners usually produce work of a good standard.
- Learners benefit from a comprehensive induction that introduces them well to college life, focusing on attitudes and values and incorporating a strong emphasis on citizenship and personal safety, including from the threat posed by those promoting extremist views. However, learners' recollection of what they learnt during the induction is vague because these key messages are not reinforced through their courses. Apprentices are not encouraged to think enough about the broader social and political context in which they work, and coverage of personal safety is sparse.
- Teachers show good awareness of the need to use vocational lessons to improve learners' English and mathematics skills, and this is having a positive impact in preparing learners for work. Learners' achievements in these subjects are improving, except in GCSE English. Learners do not benefit from sufficient opportunities to improve their information and communication technology skills to prepare them for work.
- A strong emphasis on helping learners to improve their readiness for work permeates the college, and in addition to their main curriculum many learners participate in a good range of enrichment opportunities. However, too few learners on study programmes currently benefit from work experience in external settings, and there is too much reliance on learners finding their own work placement.
- Adult learners, particularly those on access to higher education and English for speakers of other languages (ESOL) courses, improve their self-confidence markedly and are prepared well for higher education or further study. Learners with high needs make good progress in developing their self-esteem and their independent living skills.
- College-based learners have access to a rich range of opportunities to promote their health, well-being and safety. Arrangements for supporting learners with mental health difficulties are good. Learners report that incidences of bullying are very rare, and that, when they occur, they are largely confined to inappropriate use of social media.

Outcomes for learners

require improvement

- The proportion of learners who achieve their qualifications successfully has not improved sufficiently in recent years, and is too variable between subjects and levels. Although the vast majority of learners who finish their courses achieve qualifications, too many leave college before they have completed. In 2014/15 achievements for older apprentices were particularly poor; in response, managers have discontinued some of this provision. Adult learners, and those with high needs, achieve well. There are no significant achievement gaps between different social groups.
- Study programme learners' achievements on level 3 vocational qualifications, which constitute a large part of the provision, have declined slightly over the last three years. Too few learners achieve their qualifications, and too few achieve high grades. Learners in the second year of A-level courses achieve very well, with nearly all completing successfully. However, despite improvement, not enough learners are successful at AS level, and progression into the second year A level is low.
- Achievements in English and mathematics functional skills qualifications are improving, and success rates are higher than those seen nationally. Results are also improving in GCSE mathematics. However, in GCSE English the proportion of learners achieving grade A* to C is unacceptably low.
- Learners' achievements in different subject areas are too variable. Results are good in hospitality and catering, sport, leisure and travel, and performing and creative arts. By contrast, learners underachieve in motor vehicle, engineering, construction and computing. During the inspection, variations in learners' and apprentices' progress were still evident, with many making good progress but a significant minority making slow progress.
- In 2014/15, apprentices aged 16 to 18 achieved well but adults, who constituted the vast majority of apprentices, achieved poorly. Managers have sensibly reduced the number of adult apprentices and are increasing the proportion of younger apprentices. Current apprentices are making good progress in most subject areas, including engineering and business administration. However, the large number of older apprentices in health and social care continue to make slow progress in achieving their full qualification.

- In 2014/15, only a small proportion of learners taking traineeships were successful. The number of learners on this pathway has reduced significantly in the current year and is very small.
- The large majority of learners in all types of provision receive good advice on progression and move on to appropriate employment or further education. In 2014/15, two thirds of those who completed level 3 courses progressed to higher education, nearly all to their first choice of university. Over 90% of apprentices progress into sustained employment. However, managers have not captured the destination of around 15% of leavers, and around 5% have not moved into employment or further training.

Types of provision

16 to 19 study programmes

require improvement

- Around 900 learners aged 16 to 18 follow study programmes. Over half follow a main qualification at level 3, with most doing vocational qualifications and a minority on A/AS-level or mixed programmes. The remainder are evenly distributed between levels 1 and 2. The most popular vocational subject areas are health and social care, hairdressing and beauty therapy. Class sizes on several courses, especially at A level, are small.
- The programmes learners follow are focused well on enabling them to progress through the levels and on to employment or further or higher education, and the progression rate is high with the exception of progression from AS to A level. Learners who have not yet achieved a grade C or above in English and mathematics are on appropriate courses, although the skills of those who have already achieved a grade C are not assessed in order to ascertain what they need to do to improve further. Results in English GCSE are very poor, with only a very small number of learners attaining grade C or higher.
- Teaching, learning and assessment do not provide enough challenge to enable all learners to maximise their potential. For example, on BTEC courses too much of the work that learners are given is mechanistic and task-based, and does not develop their independent thinking and research skills sufficiently to enable them to achieve the highest grades. At all levels, learners' potential to work to a higher standard is sometimes underestimated by teachers, with the result that too many find their studies too easy. On courses in the performing and creative arts, and in some A/AS levels, standards are high.
- Firm plans are in place to ensure that all learners on study programmes benefit from meaningful work experience, although in 2014/15 only just over a third of those who did not have work placements as a compulsory part of their course benefited from this opportunity. Learners are expected, where appropriate, to contact employers themselves. Managers need to ensure that work experience gained in this way is directly relevant to learners' main programme of study.
- Most learners participate in a selection of the wide range of enrichment activities offered by the college, and in a minority of subject areas learners improve their future prospects by taking additional qualifications. Learners with high needs are integrated very well into college life and have high levels of involvement in a wide range of additional activities.
- Attendance at lessons during the week of inspection was low in a significant minority of cases, particularly but not only in English and mathematics. College records show that attendance is normally much higher. Managers need to reassure themselves that attendance monitoring accurately records those present.

Adult learning programmes

are good

- Around 430 adults were enrolled on college courses at the time of the inspection, mostly on part-time courses. The range of courses taken by adults is wide; the most popular substantial programmes are access to higher education courses, ESOL programmes, and English and mathematics qualifications.
- Adults achieve well on access to higher education courses and ESOL courses based at the college. The proportion of learners who achieve grades A* to C in GCSE mathematics and English is higher than that for younger learners, but still not high enough. Results on the wide range of shorter courses taken by adults are variable, with high success rates on a minority of certificated courses mirrored by low success rates on others.
- Learners benefit from good teaching that helps them to improve their subject knowledge, develop their English and mathematics skills, and increase their self-confidence. For example, access to higher education learners at the end of their first term reported how much their study skills, including academic referencing, had improved. A small number of lessons are less successful because the pace is too slow and expectations too low.

- The curriculum for adults is tailored well to meet the specific needs of the local community. Many courses help learners to progress into employment, self-employment or to higher education. For example, GCSE science is offered to mature learners who wish to progress into medical professions, and dog grooming for those wishing to start up their own business.
- The vast majority of access to higher education learners progress to university from a range of pathways including humanities, science and health care. ESOL provision has grown to meet the needs of the growing number of migrants from Eastern Europe working locally, and the timing of classes suits those with different work and family responsibilities. Higher-level accounts programmes are designed to support skills shortages at local employers. A British Sign Language course meets local demand from those who wish to support learners with hearing difficulties.

Apprenticeships

require improvement

- At the time of the inspection, around 600 apprentices were in training, around half of whom were on advanced apprenticeships. The majority follow programmes in health and social care, engineering and business administration. In 2014/15, the bulk of apprentices were following programmes in food manufacturing or health and social care. Poor outcomes led to the food manufacturing provision being discontinued. Current apprentices are making good progress in engineering and business administration, but those in health and social care are progressing less well.
- Apprentices develop good practical skills on most programmes as a result of effective on- and off-the-job training. Health and safety are given a high profile and promoted and reinforced very effectively. Progression rates into sustained employment are high. Employers value the contribution made by college assessors, who communicate effectively with them. However, while employers' views are sought, they are not widely disseminated to implement sustained improvements.
- Programmes are provided to meet both local and regional skills needs. For example, a successful long-standing partnership with Anglian Water has been developed to deliver a bespoke apprenticeship programme incorporating a full-time residential and block release programme. Apprentices on this programme achieve consistently well.
- Tutors provide good individual support to apprentices and usually take account of apprentices' different starting points, gleaned from initial assessment. In a minority of sessions, tutors challenge apprentices to achieve higher-level skills and understanding. For example, on an engineering course, the tutor had introduced merit and distinction grades to encourage apprentices to produce more accurate components from an early stage in their programme. However, on the health and social care programme, apprentices are not expected to learn beyond the minimum requirements. Consequently, apprentices and employers do not always see the value of the qualification.
- Assessors are knowledgeable about their subject and guide apprentices well to understand and meet the requirements of the occupational standards in detail. They are responsive and flexible in providing regular assessment opportunities. Assessments are accurate, but assessors do not provide detailed feedback to inform apprentices of what they need to do to improve further. Assessors do not give apprentices enough guidance on how to improve their use of English.
- Targets are set to ensure that apprentices develop good technical skills and make at least the progress expected of them. Tracking of apprentices' progress is usually effective, although the electronic tracking system does not yet cover all apprentices.
- Apprentices have insufficient opportunities to broaden their understanding of the cultural diversity of their colleagues and customers. Reviews with apprentices do not cover safeguarding issues in sufficient depth, including the relevance of the 'Prevent' strategy to the workplace.

Provision for learners with high needs

is good

- The college currently has 43 learners receiving high-needs funding from two local authorities; 26 of these are taking discrete learning development programmes, four are on supported internships and 13 learners are taking vocational courses.
- Learners on learner development programmes make good progress in developing the communication, social and independence skills that will benefit them in their future lives. For example, they learn how to travel independently to work and college through a structured independent travel training programme.

- The development of learners' employability skills is good. The small number of learners on the supported internships benefit from good work experience. Other learners take part in a variety of work experience opportunities such as in the college shop and other work on the college site. However, despite significant efforts made by staff to secure appropriate external work placements, the number of these is insufficient to meet the growing aspirations of learners.
- Learners' behaviour and attitude to their work are exemplary. Staff use their expertise and experience well to empower learners to give their opinions on topics. As a result, learners become more confident, mature individuals who can make informed decisions. They have high, yet realistic, expectations of what they are able to achieve in life.
- Learners are provided with ample opportunity to practise speaking, listening, reading and writing, and they make good progress in improving their English. Teachers help learners to see the importance of mathematics by making effective links to the importance of numeracy at work or in sustaining a healthy lifestyle. For example, learners who participated in a gym activity on a cross-trainer had to calculate the calories they had burnt.
- Assessment of learning is good. Feedback to learners on the quality of their work is frequent and provides clear guidance on areas for improvement. Learners are assessed thoroughly at the start of their programme and this information is used to set appropriate targets. However, monitoring of progress towards achieving these targets is often imprecise.
- Learners benefit from good information, advice and guidance. Learners are prepared well for their transition to college and their progression onto further learning. Last year, a high proportion progressed onto a higher-level course.
- Learners benefit from a welcoming, calm environment that is resourced well by staff who understand their needs. However, access for a significant minority of learners to the college's virtual learning environment requires improvement. Learners do not have an adapted format that meets their needs, and this restricts their ability to be fully integrated into this aspect of college life.

Provider details

Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	2,765
Principal/CEO	Linda Houtby
Website address	www.grantham.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)	196	169	194	202	500	61	1	2
	Intermediate		Advanced		Higher			
Number of apprentices by apprenticeship level and age	16–18	19+	16–18	19+	16–18	19+		
	154	147	67	226	0	8		
Number of traineeships	16–19		19+		Total			
	5		4		9			
Number of learners aged 14–16	0							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	None							

Information about this inspection

Inspection team

Alan Hinchliffe, lead inspector	Her Majesty's Inspector
Paula Heaney	Her Majesty's Inspector
Julie Ashton	Her Majesty's Inspector
John Berry	Ofsted Inspector
Helen Bramley	Ofsted Inspector
Donna Brown	Ofsted Inspector
Andrew Scanlan	Ofsted Inspector

The above team was assisted by the acting principal, 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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