

Train'd Up Railway Resourcing Limited

Independent learning provider

Inspection dates 5–8 April 2016

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
Apprenticeships	Good
Traineeships	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- Trainees and apprentices progress very successfully into jobs with major national companies.
- Assessors motivate trainees and apprentices well and set high professional standards. Trainees and apprentices are enthusiastic, work hard and make good progress in learning.
- Strong partnerships with employers and external partners lead to a wide range of opportunities for individuals to gain industry-specific qualifications and make good progress in their workplaces.
- Leaders and managers provide the organisation with a clear sense of purpose and direction. They monitor and manage the performance of the business and the staff very well.
- Trainees and apprentices enjoy their learning. They develop high levels of self-confidence and demonstrate good behaviour in lessons and in the workplace.
- Highly effective individualised support for trainees ensures they are able to take part in and complete their training programme and progress into employment.

It is not yet an outstanding provider

- Managers do not systematically monitor the quality of teaching provided by employers and subcontractors, and do not record examples of good teaching to share best practice.
- Systems to track apprentices' progress do not identify all learners at risk of not completing on time. Managers do not receive information about learners' progress quickly enough to enable them to implement effective remedial action.
- Assessors' feedback to apprentices is not consistently good enough to ensure their apprentices know what they need to do to improve. Consequently, where the feedback is weak, apprentices' progress is slow.
- The planning and delivery of English and mathematics is not effective in meeting the needs of all apprentices, particularly those enrolled on health and social care programmes.

Full report

Information about the provider

- Train'd Up Railway Resourcing (Train'd Up) is a national training organisation and was formed in 2004. The head office is based in Scotland with satellite offices in Manchester and London. Training is delivered across the country at Train'd Up's own premises, training venues, subcontractors' premises and employers' work sites, with activity currently concentrated in London, the South East and the North West.
- The organisation currently delivers government-funded training for apprentices in engineering and health and social care, with 138 apprentices following both intermediate and advanced apprenticeship programmes. Train'd Up introduced a traineeship programme in 2013. Currently, 32 learners are following the traineeship programme.

What does the provider need to do to improve further?

- Strengthen quality-improvement arrangements and implement systems for managers to monitor the quality of training delivered directly and by partners. Gather evidence of good practice through the observation process and share across the organisation to improve the standards of training.
- Improve the quality of assessors' feedback so that apprentices receive clear advice on how to improve their work so that they make at least good progress.
- Ensure that staff integrate the development of apprentices' and trainees' English and mathematical skills early and thoroughly within all vocational sessions so that all learners improve their skills. Support both apprentices and trainees in developing their English and mathematical skills to enhance their future career opportunities.
- Implement effective tracking systems which clearly identify apprentices at risk of not completing their programmes on time.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders and managers ensure Train'd Up provides staff and learners with a good-quality work and learning environment, and high levels of service to employers. The strategic and business plan sets a clear direction and purpose, and supports the development and growth within the engineering and rail sectors. Clearly defined business objectives provide the company with an effective framework for short-, medium- and longer-term activity, and progress in achieving these is monitored quarterly. Arrangements to manage staff performance are good and the company's objectives clearly underpin staff personal targets. Managers provide staff with effective direction and professional development which meets both their needs and those of the organisation.
- The organisation's vision and values are well defined and shared with partners, staff and more widely through its website. British values are encompassed and reflected within the organisation's core values, although the related themes are not yet well developed within the curriculum.
- Staff and managers have a good understanding of what is expected of them. Roles and responsibilities are clear. Communication within the company is effective. Senior managers make good use of team standardisation meetings to update staff, share good practice between assessors and reinforce the standards expected of them. As a result of close business analysis, managers have decided to stop the provision of health and social care programmes at the end of the current cohort.
- The company works very effectively with its partners in extending opportunities to learners and employers. Directors have a very good understanding of potential areas for growth, particularly within their niche area of railway engineering. They collaborate particularly well with a wide number of external partners to gain funding and to provide specific training that meets local and national needs. Their responsive and flexible approach has resulted in successful programmes through which most apprentices and trainees have moved into sustained employment. Employers value the training and support which have enabled their employees to develop excellent job skills and make good progress in the workplace.
- Leaders and managers take prompt action to tackle areas for improvement identified through quality monitoring activity. For example, observations of teaching and learning highlighted the poor recording of discussions that assessors hold with learners around equality and diversity. Managers provided further guidance and training which has improved this process. Feedback from learners and employers informs changes to both programme content and methods of delivery. Feedback from an employer has led to the development of a more interactive and engaging recruitment day. Directors took decisive and successful action, changing staff and working practices in order to bring about improvement to the progress made by health and social care apprentices. Managers work with a range of well-structured improvement and action plans.
- Managers have implemented a good range of effective strategies to widen the participation of learners from under-represented groups. For example, successful recruitment campaigns in London engaged unemployed people from different ethnic groups. Train'd Up staff demonstrate a good understanding of equality and diversity; they promote this understanding well with learners across all programmes to ensure they can apply this knowledge to daily situations. Staff design promotional literature carefully to avoid stereotyping, and are keen to ensure all potential learners have a good understanding of the opportunities available to them. Staff are formally trained and well aware of the 'Prevent' agenda and of the dangers of radicalisation and extremism, although strategies to ensure apprentices and trainees are aware of the dangers are not fully developed.
- Train'd Up has subcontracting agreements with 14 colleges to deliver the technical certificate component of engineering apprenticeships. Formal contracts provide very clear guidance as to what is expected from partners; they provide regular reports on apprentices' progress but the arrangements to monitor the quality of teaching delivered by both colleges and employer partners are insufficiently robust and rely too heavily on learners' feedback.
- Over the last 12 months, managers have strengthened arrangements to monitor learners' progress, but the apprentice tracking systems, particularly in health and social care, do not clearly identify learners at risk of not completing on time. Managers do not yet analyse or use all of the data that they collect to bring about improvement. For example, they do not use information about the performance of different groups of learners to identify those which are achieving less well.
- **The governance of the provider**
 - Train'd Up is a private company owned by two directors. Since a recent restructuring, they have been able to adopt a more strategic approach to help them plan for the future. Directors have a very good

understanding of operational issues and provide effective support, guidance and challenge to their team.

- Directors challenge poor performance by managers and take action as required to recruit new staff with the necessary skills and knowledge to ensure future growth and development.

■ **The arrangements for safeguarding are effective**

- Staff and employers collaborate particularly well to ensure learners follow safe working practices and that workplaces are safe. Employers in the rail industry enforce a zero tolerance policy in respect of drugs and alcohol. Working with its large national organisation partners, Train'd Up has created a safe working culture, which reflects the requirements of the rail industry. In particular, they ensure that both trainees and apprentices keep safe, are aware of their responsibility for the safety of others and are vigilant at all times.
- Staff are appropriately vetted before starting work with Train'd Up and they have completed training to raise their awareness of radicalisation and discrimination. However, they do not all provide sufficient support for trainees and apprentices to extend their knowledge on these subjects. For example, the extent to which assessors check all learners' understanding of safeguarding and the 'Prevent' themes during reviews is not consistently good. Although apprentices and trainees have a reasonable understanding, e-safety guidance and training require further development.

Quality of teaching, learning and assessment is good

- Teaching, learning and assessment for apprentices and traineeships are good in both directly delivered and subcontracted provision, and are reflected in the good outcomes for learners. Most apprentices in engineering successfully complete their qualifications, and the achievements of those studying health and social care have improved dramatically in the last seven months. Assessors support apprentices and trainees well and set high professional standards. Apprentices and trainees reflect this in their high levels of motivation. They display an enthusiasm to succeed and work hard to complete and achieve their qualifications. Inspectors observed particularly good behaviour in lessons on all programmes.
- Most of the subcontractors provide good off-the-job training in well-resourced facilities. Tutors provide a variety of well-structured learning activities in practical and classroom sessions that support the development of learners' practical skills and understanding, which they then apply successfully in the workplace.
- Highly qualified and experienced assessors use their subject expertise well and draw on their own industrial experience to plan good individual coaching sessions that motivate and interest apprentices and trainees. Assessors develop and extend learners' knowledge and problem-solving skills. Staff from the rail industry take up short training secondments to refresh their skills and support the teaching of apprentices. Although apprentices and trainees benefit from very detailed verbal feedback through one-to-one professional discussions with tutors and assessors, staff do not record feedback sufficiently well to provide a future reference point to help apprentices and trainees know exactly what they need to do to improve further.
- Train'd Up works very effectively with its partner employers. Staff successfully support employers when they are recruiting apprentices and trainees so that learners are enrolled on the right programme and achieve.
- The vast majority of apprentices and trainees show good early skills development and understanding. They become increasingly confident and articulate. Apprentices develop good personal, technical and employability skills that make them valuable in the workplace at an early stage in their training. For example, a supervised first-year apprentice demonstrated competently how to service a lift on his own, and spoke very professionally and politely to passengers wishing to use the lift while it was out of service.
- Apprentices and trainees produce a high standard of work. Apprentices generally achieve the required level of English and mathematics for their qualification level. Mathematics is routinely integrated into the delivery of engineering apprenticeships, but health and social care apprentices do not get the opportunity to develop their mathematics skills until the latter part of their programme. Assessors and tutors do not integrate opportunities to develop engineering apprentices' English skills effectively and this hinders the skill development of a minority of apprentices.
- Apprentices and trainees demonstrate a good understanding of their skills and competencies, including workplace equality and diversity issues, in their progress review discussions. Engineering staff effectively record their apprentices' progress, but the system in health and social care is not as thorough or systematic. Assessors do not routinely pull together the wider aspects of the apprentices' progress from subcontractors to monitor their overall progress and identify those at risk of failure across the provision.

- Apprentices and trainees value and speak highly of the strong support from employers, assessors and subcontractors. Most employers participate in progress reviews and support their apprentices in developing their skills and gathering portfolio evidence through demanding workplace activities. High-quality workplaces help to meet apprentices' and trainees' needs. For example, apprentices in service and maintenance are exposed to different types of passenger lifts. This broadens the apprentices' understanding and develops a range of skills so that they can respond confidently to the breakdown of any type of lift.
- Trainees wishing to progress into employment in the railway and associated engineering areas benefit from wider learning, including additional short-course certification and the permissions needed to secure employment. A very large majority of trainees secure jobs in the industry, and the vast majority of apprentices completing their apprenticeship programmes continue in sustained employment.
- All apprentices and trainees benefit from particularly strong reinforcement of health and safety. They have a good understanding of how to keep themselves safe and take practical steps to assure their own and each other's safety. For example, an apprentice competently demonstrated his ability and understanding of health risks associated with the manufacture of galvanised steel lintels by using safe working practices and techniques, the correct position of a dust extractor and the use of an air-flow mask.

Personal development, behaviour and welfare are good

- Apprentices and trainees make good progress on their courses and enjoy learning. They develop high levels of self-confidence and increase their readiness for employment. They have positive attitudes to learning; they demonstrate good behaviour in lessons and in the workplace, achieve high standards in their work and show respect for the people they meet.
- Attendance on courses is very good. Apprentices and trainees are reliable and punctual and trainees quickly recognise the importance that employers place on punctuality in the workplace. Both Train'd Up and employer staff offer very effective support to ensure trainees can attend all aspects of their course by providing travel and making accommodation arrangements.
- Both apprentices and trainees develop a good range of practical and vocational skills. The apprenticeship programmes are very effective in developing learners' self-confidence and skills in the workplace. Trainees make particularly good progress in preparing for full-time work and respond positively to the good support and advice from all staff.
- Apprentices and trainees produce a good standard of work. Health and social care apprentices are proud to be carers and can demonstrate the positive difference they make to the lives of the people they look after.
- Train'd Up and employers provide particularly effective advice and support to ensure apprentices and trainees understand how to lead healthy lifestyles. A zero tolerance attitude exists towards alcohol and drug use, and trainees learn about the importance of ensuring that their personal profiles on social media remain positive to present a professional face to potential employers.
- Apprentices and trainees make good use of the effective information, advice and guidance available when learners enter the programme. However, the help offered when apprentices and trainees approach the end of their programmes lacks structure and focus, and does not make them sufficiently aware of the full range of opportunities to progress to higher-level courses and full-time employment options.
- Apprentices and trainees take the good opportunities available to them to gain additional qualifications, in areas such as small-tool handling, moving and handling, paediatric first aid, and health and safety. In addition, railway engineering apprentices gain additional qualifications enabling them to work on both underground and overground tracks; these qualifications greatly increase their value to employers.
- In health and social care, apprentices improve their English skills well during sessions in the workplace, but their mathematical skills are promoted less effectively. Staff do not challenge engineering apprentices enough to develop their English skills.
- Apprentices and trainees have a very good understanding of the importance of using safe working practices and know how to keep themselves and each other safe at work. A minority, however, do not demonstrate a good understanding of the risks involved with radicalisation and extremism.

Outcomes for learners

are good

- Both apprentices and trainees progress very successfully into jobs. Currently, most trainees are moving into employment at the conclusion of their traineeship. Apprentices are in employment throughout their training programmes and the very large majority continue into sustained employment and make good progress in their job roles. Most employers working with Train'd Up are large national companies who are able to offer a range of work opportunities to both apprentices and trainees. New initiatives are in place with a national rail organisation to allow trainees to move on through a clearly defined pathway into civil engineering apprenticeships.
- Since the start of the traineeship programme in 2013, almost all trainees have completed their qualification. Good initial advice and guidance for trainees, provided through detailed and memorable recruitment days, ensures that not only is the awareness of programme content and outcomes made clear, but the rigours of working in the rail industry are also vividly portrayed. Trainees value this open approach and are able to make informed decisions as to whether the traineeship is for them; as a result, particularly high retention rates now exist on traineeships.
- The majority of engineering apprentices achieve their qualifications and are completing their programmes on time. Railway engineering apprentices at level 3 are performing particularly well, with the overwhelming majority of apprentices achieving their qualification. Fewer level 2 fabrication and welding apprentices have been successful; six apprentices were made redundant owing to the relocation of a manufacturing plant, and this unfortunate event damaged achievement rates. Train'd Up has been partially successful in helping the redundant apprentices to secure jobs elsewhere, so that they have the opportunity to complete their apprenticeship.
- Trainees have been particularly successful in their employability programme achievements. From very low starting points, the large majority of trainees are gaining a level 2 employability qualification. Trainees value highly the quality of teaching of employability skills by Train'd Up tutors. Despite low prior achievement, many trainees gain their functional skills qualifications in the planned time and pass the test at the first attempt. However, achievement rates for level 2 functional skills in mathematics on traineeship programmes are currently below national rates.
- Apprentices and trainees acquire particularly good workplace skills. All are gaining a varied range of skills which are valued highly by their employers. Many apprentices work for major national companies with widespread sites and are capable of working unsupervised. Trainees are both being trained and gaining jobs in challenging work environments. Apprentices are progressing well to level 3 and being well prepared by employers for job progression. The majority of apprentices progress from intermediate to advanced apprenticeships. Some former apprentices are acting as mentors to new apprentices and many have been identified for supervisory roles, particularly in the health and social care sector.
- In 2014/15, the proportion of health and social care apprentices completing successfully in the planned time was very low. New strategies have reversed this picture and, so far in 2015/16, most apprentices have achieved their qualification on time and the remainder are expected to do so.
- Managers are recording the performance of various groups of learners; currently, no significant differences exist between groups, for example when achievements are analysed by ethnicity or gender.

Types of provision

Apprenticeships

are good

- Train'd Up offers a range of intermediate and advanced apprenticeships predominantly in the engineering and health and social care sectors. Large regional and national employers are the main organisations providing apprenticeship opportunities. Currently, 138 apprentices are on apprenticeship programmes. The large majority of apprentices complete their qualification, and outcomes are consistently high in engineering.
- Effective information, advice and guidance, as part of the recruitment process, prepare new entrants for learning and for the industry they are entering. Apprentices receive well-focused initial assessment which informs the assessment of their suitability for any programme. A second phase of screening and assessment, followed by a rigorous interview process for most apprentices, aids retention of learners and ensures prospective apprentices can meet the requirements of the qualification. Induction is very thorough for all apprentices.

- Apprentices are encouraged to develop independent learning skills from the very start of their programmes; these skills are particularly important due to the wide geographical spread of both employers and apprentices. The majority of apprentices are able to progress clearly and confidently through their learning from the start of the programme, and very quickly become effective members of the workforce. Staff provide highly effective industrial skills development very early in all apprenticeship programmes, and continue to do so throughout the programme. Employers inform apprentices well about the potential career opportunities within their respective vocations.
- Staff apply exceptionally rigorous standards of health and safety in all aspects of learning, to reflect workplace requirements. For example, apprentice lift engineers have inspection activities which are signed off by supervisors on a document with legal status. Apprentice railway engineers have a vital and integral involvement in all aspects of health and safety, which include checking of the function of direction-changing points on the railway line and ensuring their colleagues are kept safe as they work alongside busy railway lines. Health and social care apprentices demonstrate high levels of awareness of the importance of following guidance and procedures for recording case notes, despatching medicines and paying attention to health and safety and safeguarding requirements in care homes.
- The majority of apprentices make effective and swift progress. The use by staff of a new e-portfolio system to monitor apprentices' progress is helping the majority of apprentices to improve their work more quickly and systematically. A minority of apprentices, who attend subcontracted provision in a college, are unaware of how they are progressing on the college-based component of their programme. Insufficient coordination exists between the college subcontractors and the apprentices' employers, and college assessors do not define apprentices' progress clearly enough.
- Most apprentices progress to full-time, permanent employment. Some progress to particularly responsible employment as train drivers, lift engineers and railway maintenance engineers. Staff provide effective support for those apprentices having difficulty completing any components of their training programmes. For example, health and social care apprentices speak positively about the one-to-one support they receive from their assessor who prepares and guides them well, particularly in relation to formal examinations.
- Staff plan off-the-job-training well; they provide highly engaging taught sessions that are supported by good-quality information, learning and technology resources. Apprentices use hardware and software which simulate the workplace to carry out exercises and present findings which are then debated and challenged by the tutor. Apprentices gather job-related skills and make swift progress during these off-the-job sessions.
- Apprentices value the very close one-to-one support they receive from their assessors as a result of regular checks on learning. In engineering, staff record their feedback well, both inside the classroom and through workplace progress reviews, making effective use of the electronic portfolio. In health and social care, assessment activity and feedback are manually recorded and are not as effective. Assessors take the opportunity to assess skills as they arise naturally, and review submitted work, giving valuable advice and guidance to their apprentices. Assessors do not set sufficiently detailed targets for all their apprentices and consequently they do not have a thorough enough understanding of exactly what they need to do and by when.
- During progress reviews, staff discuss the dangers of radicalisation and extremism, and promote British values; a minority of apprentices cannot remember covering these topics as they have not been reinforced frequently enough.

Traineeships

are good

- Currently, 32 trainees are following a railway-specific traineeship programme with two major national rail support service companies as partners. Traineeships delivered by Train'd Up are meeting a need for the rail industry and allowing many individuals from disadvantaged backgrounds to receive high-quality training with a high probability of employment on completion. Since 2013, a very high percentage of trainees have gained employment in the rail industry.
- Highly effective partnerships with employers enable Train'd up to identify suitable skills development opportunities for the unemployed and to help them develop technical and employability skills. Good support throughout this process enables them to progress into employment and gain a range of statutory qualifications demanded by the industry. These include personal track safety, track induction and small-tool usage qualifications which all support trainees' preparation for potential employment.

- Tutors are vocationally competent and have wide experience of the industry. They develop the skills and attitudes in trainees that employers value, and ensure that trainees are fully prepared for their next steps. Tutors use workplace scenarios well to extend trainees' knowledge and fully support their learning and progress, for example the use of a mock rail track to demonstrate to trainees the specific procedures and applications for the use of a power pressure drill safely and effectively in the workplace.
- Trainees are gaining sector-specific skills and training to operate in the industry. These skills and additional qualifications make them more employable. Tutors have high expectations for trainees to progress to employment. The atmosphere in training sessions is purposeful and focused well on the learning objectives. Tutors have good working relationships with trainees to help them achieve sector-specific qualifications.
- Good pre-enrolment information, advice and guidance prepare trainees successfully for the expectations and rigours of their training programme and the requirements needed to gain a job. Train'd Up has carefully used trainee and employer feedback to ensure trainees understand all aspects of their programme, functional skills, employability and the vocational engineering qualifications. This has given trainees a clearer focus and direction towards their job-related goals. Trainees are not always clear about the next opportunities available to them once they have gained employment.
- Trainees are very well motivated; attendance is very high and punctuality very good. One group of trainees travel from Carlisle to Manchester, with transport provided by Train'd Up and accommodation if transport is not readily accessible.
- Training in health and safety at work is very good and reinforced well throughout the traineeship programme. Trainees feel safe in their work and training environment and have a good understanding of industry needs for working safely. Trainees are issued with extensive personal protective equipment, to reflect the high risk areas in which many apprentices and trainees work, and the tools they need to carry out the various work tasks. Personal safety and themes relating to the dangers of radicalisation and extremism are introduced to trainees during induction. Trainees do not have sufficient understanding of the dangers of radicalisation as they are not reinforced well enough.
- Trainees make good progress in developing their general and vocation-specific English and mathematical skills. Effective initial assessment takes place, and from the start of their programme trainees are provided with computer equipment and online guidance to develop further their knowledge in functional skills. The certified employability training module is well received by trainees and achievement is high.

Provider details

Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	328
CEO	David Gillespie
Website address	www.traindup.org

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+
	N/A	N/A	2	30	N/A	N/A	N/A	N/A
	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	1	55	32	50	N/A	N/A		
	16-19		19+		Total			
	2		30		32			
	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<div><div></div><div>Newcastle College</div><div></div><div>Wigan and Leigh College</div><div></div><div>Kingston College (London)</div><div></div><div>Bradford College</div><div></div><div>Wakefield College</div><div></div><div>College Gwent (Bristol)</div><div></div><div>Mid Kent College</div><div></div><div>Croydon College</div><div></div><div>PROCAT (London)</div><div></div><div>Trafford College (Manchester)</div><div></div><div>Peterborough College</div><div></div><div>West Nottinghamshire College (Nottingham)</div><div></div><div>South Gloucestershire and Stroud College (Bristol)</div><div></div><div>York College</div></div>							

Information about this inspection

Inspection team

Tim Hanson, lead inspector	Ofsted Inspector
Judith Hamer	Ofsted Inspector
Derek Whitehead	Ofsted Inspector
Mohammed Feaz	Ofsted Inspector
Ian Frear	Ofsted Inspector
Dan Grant	Ofsted Inspector

The above team was assisted by the operations director, as nominee. Inspectors took account of the provider'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 provider.

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