

Norfolk Training Services Limited

Independent learning provider

Inspection dates

14–17 February 2017

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

Summary of key findings

This is an inadequate provider

- Leaders' actions to improve the weaknesses identified at the previous inspection have been ineffective; much teaching is inadequate, too few learners complete their qualifications successfully and too few current learners make good progress in their learning.
- Too many tutors do not plan teaching, learning and assessment that ensures that all learners and apprentices make good progress from their starting points.
- Too many tutors lack the skills in the craft of teaching to enable learners and apprentices to make rapid progress.
- Leaders and managers do not identify most weaknesses accurately or plan to rectify them swiftly.
- Managers do not provide precise feedback to tutors and assessors to improve their practice.
- Leaders have paid insufficient focus to the development of learners' English and mathematics skills. Too few tutors enable learners to improve their English and mathematics skills.
- Too many tutors and assessors lack the expertise to promote effectively the importance of British values and the dangers of radicalisation. Consequently, learners' and apprentices' understanding of such issues is poor.
- Too many study programme learners' destinations remain unknown.

The provider has the following strengths

- Staff work productively with parents and specialist agencies to ensure that learners with high needs make good progress.
- Leaders and managers have high expectations of learners' behaviour and conduct. As a result, learners' behaviour in lessons has vastly improved since the previous inspection.
- Learners and apprentices develop good practical skills as a result of effective coaching by vocational tutors and assessors.

Full report

Information about the provider

- Norfolk Training Services (NTS) is an independent learning provider based in Norwich, with training centres in Kings Lynn and Great Yarmouth. NTS provides 16 to 19 study programmes, apprenticeships and adult learning programmes. A small proportion of learners enrolled at NTS have complex learning disabilities and/or difficulties. The very large majority of learners and apprentices are aged 16 to 19. Many are from disadvantaged backgrounds and have poor experiences of previous education. Most adult learners enrolled on learning programmes are unemployed.

What does the provider need to do to improve further?

- Ensure that company board members and managers determine clear and prioritised actions to improve the quality of teaching, learning and assessment rapidly.
- Ensure that all managers and staff are held accountable for improving learners' and apprentices' outcomes and that actions from observations of lessons are specific and detailed, and lead to improvement.
- Reinforce the need for staff at all levels to take personal responsibility for health and safety practices in workshops.
- Ensure that all staff promote the importance of British values to learners and apprentices and secure their understanding of radicalisation and the impact that it may have on their lives and work.
- Improve teaching, learning and assessment by ensuring that tutors:
 - receive regular training and development that focuses on enabling them to utilise effective strategies and techniques that challenge learners and apprentices to excel in their studies and develop independence
 - plan stimulating and motivating activities and tasks in lessons to enable learners to accelerate their progress in relation to their starting points
 - set high expectations of written work, ensuring that spelling and grammar errors are routinely addressed, to enable learners and apprentices to produce work of a high standard.
- Secure improvements in the management of English and mathematics to ensure that the teaching of these subjects is good.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not acted with sufficient swiftness to rectify the weaknesses identified at the previous inspection. The proportion of learners and apprentices who achieve their qualifications is declining. Too much teaching, learning and assessment is poor and too many current learners and apprentices do not make the progress of which they are capable. Leaders do not set high expectations of adult and study programme learners' attendance and punctuality.
- Despite leaders' efforts to bring about improvement by establishing a new middle-management tier and investing significantly in technology to track and monitor learners' progress, they have not secured sufficient improvement. Leaders and managers do not identify most weaknesses accurately or plan to rectify them quickly. As a result, too many learners and apprentices have not achieved their qualifications in the agreed planned timescales.
- Leaders and managers do not identify effectively the strengths and weaknesses of teaching, learning and assessment. They do not analyse the potential correlation between low achievement rates and weak teaching practice. As a result, their assessments of teaching are overgenerous. Managers do not plan actions to ensure that the quality of teaching, learning and assessment is good.
- Managers do not provide sufficiently precise feedback to teachers to improve their practice. The actions identified at observations of classes do not lead to actions that improve teachers' and assessors' skills in teaching. Leaders encourage teachers and assessors to take up externally provided training that develops their industry-related knowledge and skills further; however, they do not ensure that staff share good practice or demonstrate how to use effective teaching approaches to enable all learners and apprentices to make good or better progress in lessons.
- Leaders and managers are self-critical and objective in their assessment of the quality of the provision; however, they do not involve effectively all staff in the process. Managers, tutors and other staff do not work collaboratively enough to ensure that actions from improvement plans and agreed procedures are put in place to secure improvement. For example, the English marking policy is in place but seldom referred to in the marking of written work or feedback to learners.
- Leaders have failed to ensure that all teachers and assessors promote and develop learners and apprentices' skills effectively in English and mathematics. A lack of senior management and curriculum expertise has resulted in an insufficient emphasis on the importance of English and mathematics; as a consequence, too many learners and apprentices do not value the importance of improving their skills. Too many learners and apprentices do not achieve their qualifications or produce high standards in their written work.
- Managers and a new 'lead officer' for the promotion of equality have taken positive actions to improve tutors' and assessors' understanding of equality and diversity. Tutors and assessors receive training to enable them to develop learners' and apprentices' understanding of citizenship-related themes. However, too many tutors and assessors do

not demonstrate sufficient confidence or expertise to promote topics such as tolerance, respect and the dangers of extremism into lessons or discussions effectively. Consequently, learners' and apprentices' understanding of such topics is poor.

- Leaders ensure that the study programmes are planned to meet the requirements of funding. Leaders work collaboratively with employers to plan apprentices' programmes. However, leaders have not ensured that apprentices benefit from a stable staffing medley to ensure continuity of their training; a small minority have experienced delays in receiving their progress review meetings and as a consequence they do not achieve or do not achieve within the agreed timescale.
- Leaders have established effective links with the local enterprise partnership and, where practical, seek to adapt the curriculum offer to meet local priorities and skills needs. The recent expansion of the study programme to enable learners from disadvantaged backgrounds, those with high needs and those least likely to participate in education or gain skills for employment is a positive reflection of this. However, leaders do not know the destinations of too many study programme learners and as a consequence are not able to evaluate the impact of their provision.

The governance of the provider

- Governance is inadequate. Company board members do not identify accurately all existing weaknesses, such as the standards of learners' work or their poor progress in English and mathematics, all of which impedes performance. Board members do not challenge managers effectively in their monitoring of weaknesses over time and do not hold managers to account sufficiently for the improvement actions they set. As a result, too many actions are not put in place swiftly enough and, consequently, progress in achieving them is too slow.
- Company board members draw on external expertise and advice in seeking to raise standards in teaching, learning and assessment. However, the impact of this is yet to show improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding officer operates well across each of the three main centres to ensure that staff meet the expectations of safeguarding learners and apprentices. Staff receive regular training to reinforce their knowledge and understanding of safeguarding procedures and feel confident in making referrals to relevant agencies if and when required. Any safeguarding concerns arising are followed up to full resolution. Employers are aware fully of their responsibilities and alert staff of any concerns raised by apprentices and learners on work experience.
- Managers carry out comprehensive recruitment checks on staff and keep detailed, up-to-date records of enhanced checks.
- Learners' and apprentices' understanding of safeguarding is good. Learners and apprentices report that they feel safe.
- Assessors check and maintain the health and safety of apprentices in the workplace regularly. However, in one instance, inspectors observed tutors taking insufficient

responsibility for health and safety practice in workshops. Managers took urgent action to rectify all concerns.

Quality of teaching, learning and assessment

Inadequate

- Too few learners and apprentices make good progress in their studies. Leaders have made insufficient progress in rectifying the weaknesses of teaching, learning and assessment identified at the previous inspection.
- Too many tutors lack skills in the craft of teaching to enable learners and apprentices to progress swiftly in their learning. For example, in lessons where learners struggle to grasp a new concept, tutors do not respond effectively by using an alternate approach to enable learners to understand. As a result, the progress of learners and apprentices is too slow.
- Tutors do not plan learning that inspires and motivates learners; they do not vary their teaching methods to make learning more accessible and interesting when learners and apprentices switch off from the learning process. In too many lessons, tutors do not consider the subject matter in sufficient depth and do not plan to ensure that learners are equipped with techniques that enable them to master more complex concepts. As a result, all too often learners struggle to understand and apply proficiently new knowledge and skills.
- Too few tutors plan teaching, learning and assessment sufficiently well. They do not take account of learners' and apprentices' prior skills and knowledge to plan lessons to build on their previous learning and attainment. For example, in a motor vehicle lesson the tutor did not take into account the knowledge and starting points of apprentices, the pace and learning was slow, apprentices did not receive extension tasks to deepen their knowledge of braking systems, and, as a result, they did not make the progress of which they were capable.
- Learners and apprentices do not benefit from their tutors checking their knowledge and understanding regularly. Tutors do not make use of a range of strategies to challenge learners' thinking. Apprentices and learners are not encouraged to make links between the good practical skills they develop and the theoretical concepts that they learn. For example, questioning is not used effectively to ensure that all learners have understood recent teaching. Tutors do not direct questioning skilfully to ensure that learners have understood key learning points or to challenge and probe more-able learners to stretch and extend their understanding.
- Most learners and apprentices develop good practical skills through effective coaching and monitoring. Tutors and assessors expertly use their extensive industry experience to make practical learning relevant to learners and apprentices; as a result, learners and apprentices produce practical work of a high standard. For example, in a study programme carpentry lesson, a tutor provided incisive feedback to learners that enabled them to improve their production of window frames to a good standard.
- Tutors and assessors do not deepen learners' and apprentices' understanding of theoretical concepts to extend their knowledge beyond the minimum requirements of the qualification.
- Tutors and assessors do not plan effectively to improve learners' and apprentices' English

and mathematics skills. Too many learners and apprentices do not master the skills to write proficiently and, too often, the mistakes in their written work go uncorrected. Tutors and assessors of vocational subjects do not promote the value of English skills, including: the need to spell and deploy relevant technical and industry terminology correctly; how to structure writing of sentences and paragraphs; and how to proofread. As a result, learners and apprentices make insufficient progress in developing these essential skills.

- Most assessors and tutors do not review learners' and apprentices' progress effectively and seldom check their understanding to ensure that they are making good progress. Although learners following adult learning programmes benefit from constructive feedback, it lacks sufficient detail to help them improve the standards of their work. For example, adult learners studying health and social care were signposted to online materials to improve their understanding but were insufficiently prepared and unconfident to access such materials online. Assessors' recording of reviews is not effective; targets set with apprentices are limited solely to achieving the minimum standards required for the qualification. As a result, apprentices and learners are not challenged to excel and produce high standards of work.
- Staff assess accurately the needs and aspirations of learners with complex high needs accurately. Tutors and learning support assistants work productively with parents and specialist agencies to track, challenge and monitor assiduously the good progress these learners make.

Personal development, behaviour and welfare

Requires improvement

- Attendances rates for both adult and young learners are low and sporadic. Tutors are too lenient in their expectations for learners to attend their lessons on time; as a result, learners do not recognise attendance and good timekeeping as essential skills for their future employment.
- Most learners' and a few apprentices' standards of written work are of poor quality because their tutors and assessors do not provide sufficient feedback to help them improve. Tutors and assessors do not encourage learners to present clearly and coherently their work within their work books and assignments.
- Most tutors and assessors do not have the expertise or confidence to explore and extend learners' and apprentices' understanding of British values, the dangers of radicalisation and extremism and how they may affect them. Consequently, learners' and apprentices' understanding is limited and too many of them do not see any relevance of such issues to their lives.
- The very large majority of learners and apprentices take pride in their practical work and produce practical work to a high industry standard.
- Learners enrolled on study programmes and who are from disadvantaged backgrounds, and those least likely to participate in education, benefit from good pastoral support that improves their behaviours and bolsters their confidence to stay in learning. Learning support assistants and tutors provide a broad range of effective support that motivates learners with high needs to make good progress.
- A large proportion of learners following study programmes participate in carefully selected work experience suited to their career goals and aspirations. However, tutors do not

prepare learners for such work or evaluate the impact of these opportunities with them; as a result, learners do not identify the work-related skills they develop or enhance them.

- Leaders and managers have high expectations of learners' behaviour and conduct. Tutors manage behaviour well and learners value working collaboratively with their peers and staff. As a result, learners' behaviour in lessons has vastly improved since the previous inspection.

Outcomes for learners

Inadequate

- The proportion of learners enrolled on study programmes who successfully achieve their qualifications has declined since the previous inspection and is low.
- Published data for 2015/16 indicates that the proportion of apprentices who successfully completed their programme increased on previous years. However, too many apprentices have since left their programmes without achieving their qualifications; as a result, the proportion of apprentices who complete their programmes has declined sharply. Too many younger apprentices on intermediate frameworks do not make the progress expected of them, notably in health and social care.
- Managers do not ensure that adults studying certificate courses fare as well as their peers; too many fail to achieve. While a greater proportion of adults studying health and social care and business administration achieve better than with similar providers, too many learners studying award courses in construction do not complete.
- The progress and achievement rates of different groups of learners vary too much. For example, learners enrolled on study programmes, and who have declared a learning difficulty and/or disability, do not achieve as well as their peers. Achievement rates are particularly low for learners with declared dyslexia and with social and emotional difficulties. Too many adult learners who declare a mental health difficulty do not achieve.
- Too many younger learners and apprentices do not successfully achieve their English and mathematics functional skills; not enough current learners make good progress in improving these skills. The majority of adults achieve their English functional skills at entry level and level 1. However, few adults who study English functional skills at level 2 achieve. The majority of adults enrolled on mathematics functional skills courses achieve.
- Too few apprentices and learners are encouraged to take up additional qualifications to increase their chances of gaining enhanced responsibilities in their job roles or securing promotions in the workplace.
- Leaders' data indicates that too many adult learners remain unemployed after their courses have completed. Too many study programme learners' destinations remain unknown. A small minority progress onto further study or enrol onto an apprenticeship programme.
- The very large majority of apprentices remain with their employers. A few gain promotion and a small minority progress onto a higher-level apprenticeship. However, too many apprentices who do not achieve their main qualification remain unemployed.
- The few young learners in the care of the local authority and learners with complex high needs complete their qualifications and make good progress in their studies.

Types of provision

16 to 19 study programmes

Inadequate

- Learners enrolled on study programmes constitute around a fifth of the provision. The vast majority of these learners are from disadvantaged backgrounds, have high needs or are least likely to participate in education. The main qualification they study is at level 1 in their chosen vocational subject. At the time of the inspection, a few adults learned alongside their younger peers.
- Leaders have failed to take sufficient action to rectify the weaknesses from the previous inspection; as a result, too many learners do not make the progress of which they are capable.
- Too many tutors lack the skills and confidence to use the information about learners' starting points to plan learning that is challenging and builds effectively on learners' prior attainment. Tutors do not set clear and achievable targets based on learners' skills and knowledge. As a result, too many learners do not achieve their goals and make good progress.
- Tutors do not plan clear objectives for learning in their lessons and do not identify what each learner is to achieve. Consequently, tutors are unable to measure the specific progress that individual learners make.
- Too few tutors set learners specific targets to enable them to improve and hasten their learning. Learners receive ongoing feedback based on their performance; however, the vast majority of feedback is cursory and does not define clear and specific guidance for improvement. As a result, learners often repeat their mistakes.
- Tutors lack skills in effective questioning techniques to check and extend learners' understanding effectively. Too often, tutors direct their questions to the whole group and do not ensure that all learners have consolidated their learning before moving on to the next topic. Those who are the more able in lessons do not benefit from probing questioning to challenge them further and extend their learning. This affects their ability to accelerate their learning beyond the requirements of the qualification.
- Tutors do not develop effectively learners' personal and social skills or enhance their knowledge of the world of work. Tutors do not enable learners to review their development and as a consequence, most learners are unable to identify the progress that they make.
- Tutors do not enable learners to improve their English and mathematics skills effectively. Too many tutors lack the skills and confidence to extend learners' skills in English and mathematics; as a result, too few make good progress. Learners in English and mathematics lessons often receive the same task at the same level, irrespective of their ability; learners complete mundane task-based activities which do not accelerate their learning, and in which they quickly lose interest.
- Most tutors on vocational courses pay little attention to the standards of learners' written English and the accuracy of their spelling, punctuation and grammar. Too many portfolios of learners' work contain uncorrected errors and poorly structured sentences. Consequently, learners do not improve their English writing skills.

- Leaders ensure that the study programmes meet funding requirements. The very large majority of learners complete purposeful work experience that enhances their work-related skills. Learners receive ongoing information, advice and guidance that helps them to identify realistic future career progression opportunities. However, a few learners progress to further study and too many learners' destinations remain unknown.
- Learners develop good practical skills and knowledge in their chosen vocational areas. Vocational tutors enable adeptly learners to extend their skills and knowledge; learners take pride in the work that they produce.

Adult learning programmes

Requires improvement

- A total of 27 adult learners were learning at the time of the inspection. The large majority of these learners study level 1 award and certificate qualifications in their chosen vocational subject.
- In 2015/16, the proportion of learners who achieved their qualifications is broadly similar to other learners at similar providers. Leaders' data indicates that current learners are making at least the progress expected of them.
- The quality of too many tutors' written feedback with learners is not good enough to enable learners to improve the standards of their written work. Tutors focus on the criteria set to achieve the minimum requirements of the qualification and lack the expertise to identify errors and correct learners' written English. For example, tutors assessing learners' health and social care portfolios provide constructive praise but do not correct the spelling, punctuation or grammatical errors in almost all of the work.
- Too few tutors set specific targets for learners to induce them to take achievable steps to make good progress; targets set are too general, such as 'complete spreadsheets'. Tutors' reviews of learners' progress are irregular and do not specifically measure the progress that they have made.
- Tutors' assessments of learners' prior skills and knowledge vary too much because staff do not have a coherent approach to securing such information. As a result, tutors do not take learners' starting points sufficiently into account when planning to build on previous learning and extending learners' skills and knowledge further.
- Most tutors do not use questioning techniques effectively to develop learners' understanding further. They do not enable them to extend their knowledge; for example, in English lessons, tutors do not ask probing questions to check comprehension and enable learners to deepen their understanding of different types of texts.
- Tutors provide a good level of pastoral support to learners who are carers or have childcare commitments to enable them to complete their qualifications. However, tutors do not provide additional work for learners to complete outside of lessons. As a result, learners do not develop their knowledge and skills swiftly and often make pedestrian progress.
- Most vocational tutors have high levels of industry-relevant expertise and ensure that learners improve their practical skills to meet future employers' requirements. Most learners are able to detail the specific practical skills and knowledge they acquire and their standards of practical work are high.

- Most learners are motivated and encouraged by their tutors to progress to the next level of study with the provider. However, tutors rarely explore a variety of options that may be available to learners to enable them to make positive choices for their futures and for employment.

Apprenticeships

Requires improvement

- There are currently 243 apprentices following intermediate programmes and 92 taking up apprenticeships at advanced level. Around two fifths of the apprentices are enrolled onto motor vehicle-related programmes. A third of apprentices study retail and business administration. A minority of apprentices follow health and social care, construction, information, communication and technology and warehousing programmes.
- Managers have not planned effectively to ensure that apprentices receive sustained support when assessors leave their jobs and the organisation. As a result, a minority of apprentices do not complete their programmes within the agreed timescale and too many apprentices, for example in motor vehicle, do not receive a review of their progress for an extensive period of time.
- Tutors' planning of apprentices' off-the-job training is insufficiently challenging and does not enable them to make good progress in lessons. Tutors do not take into account the knowledge and skills that they acquire in the workplace and plan activities and tasks to help them to accelerate their progress.
- The majority of assessors assess accurately apprentices' skills and knowledge in the workplace but do not set apprentices targets that are sufficiently challenging. Too often, targets are limited solely to the completion of units for the qualification. As a result, apprentices do not make sustained or rapid progress in improving their knowledge and skills beyond the minimum requirements of the qualification.
- Most assessors provide feedback to apprentices to confirm success and unit completion but do not inform apprentices effectively of what they need to do to improve their work further. Consequently, apprentices are not enabled to extend their learning or develop a deeper understanding of subject matter.
- Most assessors do not check and provide feedback routinely on apprentices' writing skills. They do not correct their work regularly and do not set apprentices targets to enable them to improve the standards of their work. As a result, too many apprentices do not improve their written English skills. Although a few assessors develop apprentices' mathematical skills where they occur within units of vocational subjects, they do not plan routinely to develop apprentices' wider mathematical skills; for example, to support them in their functional skills.
- Too many assessors fail to promote apprentices' understanding of personal, social and development skills, including health and well-being. They over-rely on a formulaic 'bank' of pre-set questions taught in a 'tick-box' format that results in apprentices making insufficient progress in knowledge and understanding.
- The majority of employers value the enhanced practical contributions that apprentices provide in the workplace. A few apprentices following motor vehicle programmes study additional qualifications with their employer; however, assessors of other subjects do not encourage apprentices to do so.

- The majority of apprentices develop good work-related vocational skills. For example, most assessors use effective questioning techniques to probe and challenge apprentices incisively to diagnose faults in machinery or vehicles and as a result, apprentices acquire pertinent industry skills.
- Most apprentices following health and social care and business administration programmes have a good understanding of the diverse needs of their clients. Assessors promote effectively apprentices' understanding by deploying carefully selected images to reflect diversity in the workplace and initiate purposeful discussions that enable apprentices to explore thoroughly what factors they may need to consider to meet the needs of all customers.
- Assessors lack the expertise and confidence to improve apprentices' understanding of the importance of British values and the dangers of radicalisation and extremism.

Provider details

Unique reference number	53550
Type of provider	Independent learning provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	861
Principal/CEO	Mr James Mason
Telephone number	01603 259900
Website	www.norfolktrainingservices.co.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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	81	27	0	6	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	131	112	14	78	0		0	5
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	7							
Funding received from:	Education Funding Agency/Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	N/A							

Information about this inspection

The inspection team was assisted by the in-centre learning manager, 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.

Inspection team

Harpreet Nagra, lead inspector	Her Majesty's Inspector
Tony Gallagher	Her Majesty's Inspector
Alan Winchcombe	Ofsted Inspector
Mark Pike	Ofsted Inspector
Andrew Scanlan	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
phone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017