

# East Coast College

Further education and skills

**Inspection dates**

15–18 May 2018

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

## Summary of key findings

### This is a provider that requires improvement

- Too much teaching is undemanding and assessment is not challenging enough to enable learners to achieve their potential.
- Leaders' judgements on the quality of teaching, learning and assessment and the quality of provision lack rigour and are consequently overgenerous.
- Too many teachers and staff do not have high expectations of what their learners can achieve; as a result, too many learners do not achieve higher grades.
- Too many adult learners and learners following study programmes do not make rapid progress. As a result, too many are behind with their work.
- Leaders' use of data and other information on the progress of learners is insufficiently precise or robust to bring about improvements in outcomes for learners.
- Too few learners on study programmes and adult programmes attend their lessons regularly; many have not attended for some time.
- Not enough learners on study programmes have the opportunity to improve their work-related skills through relevant work experience.
- Too few apprentices and adult learners have a good awareness of the risks of radicalisation and extremism.

### The provider has the following strengths

- Staff provide excellent 'wraparound' services to support learners' well-being and welfare.
- Most learners and apprentices develop industry-standard practical skills that are highly relevant to their intended careers or job roles.
- Leaders ensure that there is welcoming and tolerant culture within the college, which is well understood by staff and learners.
- Leaders have established a highly responsive and well-considered curriculum that meets the needs of employers and apprentices.
- Learners studying childcare, art, hairdressing, beauty therapy and media make-up courses make good progress.

## Full report

### Information about the provider

- East Coast College was established following the merger between Lowestoft and Great Yarmouth College, in August 2017. Prior to the merger, both colleges worked together in a federated model. The area the college serves includes wards that are some of the most disadvantaged in the country. The proportion of learners enrolled at the college with prior attainment of five GCSEs at grades A\* to C or 9 to 4, including in English and mathematics, is low compared to the national average. Far fewer adults have qualifications of at least level 2 than nationally.
- East Coast College provides study programmes and adult learning provision in all subject areas and apprenticeships in eight. The college also offers courses for a very small proportion of learners who have high needs.

### What does the provider need to do to improve further?

- Urgently ensure that processes to track and support learners' progress are robust and accurate by ensuring that:
  - staff take into account all aspects of learners' progress towards achieving their qualifications, including attendance and progress in English and mathematics, and record these accurately
  - managers intervene swiftly when learners struggle to make good progress.
- Improve the quality of teaching, learning and assessment and outcomes for learners by ensuring that:
  - teachers have high expectations of what their learners can achieve and put in place well-considered teaching to enable learners to reach their potential
  - teachers intervene quickly when learners fall behind with their work and plan effective actions to help them catch up
  - teachers set demanding tasks and activities that challenge learners to make rapid progress.
- Urgently make sure that all learners attend their lessons regularly.
- Make certain that all learners following study programmes who are ready take up relevant and well-planned work experience.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not established a culture of high expectations across the college. Leaders celebrate and promote the success of learners in skills competitions and apprenticeships awards to inspire other learners to raise their aspirations. However, teachers do not have consistently high expectations of what their learners can achieve and, as a result, too many learners following study programmes and adult learning programmes do not reach their potential.
- Leaders and managers do not ensure that the data they use to help inform their decision-making is accurate. Consequently, they cannot intervene swiftly to support learners who are falling behind, and they cannot make reliable predictions about learners' outcomes in order to adapt provision and stretch learners.
- Leaders have put in place a revised system for evaluating the quality of teaching, learning and assessment, and have increased the focus on learners' progress in lessons. Although managers accurately identify strengths and weaknesses in teaching and learning, they do not provide teachers with sufficient feedback or precise enough targets to enable them to improve. Leaders are yet to ensure that robust performance management processes tackle weaknesses rigorously.
- Leaders' evaluation of the quality of teaching is too optimistic; they do not include wider aspects of teaching and learning in their evaluations. For example, leaders do not take into account the quality of tutorials, or the feedback they receive from external awarding organisations. Leaders effectively monitor the quality of subcontracted provision. Most learners in subcontracted provision, including those studying with DPA Performing Arts and Sentinel Ltd, make good or better progress.
- Leaders' actions to improve attendance have not been successful. Managers implement a range of actions to help improve attendance rates. For example, they send messages via email and mobile phone to encourage absent learners to attend. Despite these actions, too many learners do not attend their lessons. Attendance rates are below the targets set by leaders and below acceptable levels of attendance for employers.
- Leaders' methods to monitor learners' progress require improvement because they are too varied between subject areas and do not provide an accurate record of in-year progress. However, managers of apprenticeships and high-needs provision have a precise understanding of apprentices' and learners' progress and, as a result, they ensure that they are on track to achieve.
- Leaders ensure that staff receive good-quality training to improve their professional competence. Leaders recognise the importance of developing the skills of staff to meet the needs of the provision. For example, leaders have developed an 'emerging leaders programme', with a high proportion of staff taking part. Leaders use the DfE 'Strategic College Improvement Fund' to improve the skills of leaders and managers by working in collaboration with an outstanding college to share good practice.
- Staff are fully involved in the development of the college's mission, vision and strategic objectives. However, leaders do not set sufficiently high expectations of learners, and some strategic objectives lack precision and clarity.

- Leaders and managers use their links with employers and the local enterprise partnership appropriately to contribute to meeting the local and regional skills needs of employers. For example, leaders have secured funding from the local enterprise partnership towards building a centre in which to deliver niche training for the energy industries and engineering.
- Curriculum managers hold advisory meetings with local and regional employers and use their findings to adapt their courses to meet employers' needs. For example, engineering learners take optional units on programmable logic controllers to tackle the shortage of these skills with employers. However, leaders and managers have not met fully the requirements of the study programme because too many learners have yet to take part in work experience or work-related learning.
- Leaders ensure that most learners receive independent and impartial advice and guidance to help them to make informed choices regarding their career goals. However, leaders do not know the impact of the careers services they provide because they do not acquire information on learners' progression when leaving their courses.
- Leaders promote equality of opportunity well and they have established a culture of respect. Staff and learners work together to reduce and prevent any form of discriminatory behaviour, bullying or harassment. For example, managers provide sessions that help learners resolve any deterioration in relationships with their peers. Some learners are trained as learner ambassadors to support fellow learners in their studies.

### **The governance of the provider**

- The information governors receive to hold leaders to account is too optimistic. As a result, governors are not in position to challenge leaders effectively.
- Leaders ensure that governors have a range of skills and expertise, and used the merger as an opportunity to fill identified skills gaps in the corporation.
- Governors are committed to improving the quality of the provision. They seek to understand learners' experiences by taking part in observations of learning and talking to learners about the quality of teaching. Governor committees ensure that any concerns relating to health and safety, safeguarding and equality and diversity are resolved appropriately.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders give a high priority to the well-being and safeguarding of their learners. Support staff work diligently to ensure that any well-being concerns are dealt with quickly. Managers work effectively with a range of external organisations such as local authority social care services, the police and specialist support groups to keep learners safe and raise their awareness of safeguarding.
- Leaders make sure that staff undergo effective recruitment processes to check their suitability to work. Managers complete thorough risk assessments of community venues to ensure that staff and learners are safe in outreach centres.

- The designated safeguarding personnel are well qualified and follow up any concerns to full resolution. Staff and learners receive appropriate training on how to protect themselves and others from the risks of radicalisation and extremism, and learners receive up-to-date additional coaching within their tutorials. As a result, most learners are confident in their understanding of the threats from radicalisation, gang-related violence and bullying and harassment. However, apprentices have a limited understanding of such topics and they do not appreciate how these issues may relate to their personal lives and/or job roles.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching and learning across the provision and within different subjects are not effective. Too many learners make slow progress in their studies and do not achieve their potential.
- Teachers do not plan and provide teaching well enough to challenge and extend learners' skills. Teachers do not set tasks to match the abilities of learners. Too often, learners who are more confident complete the tasks quickly and then have to wait for others to finish. Teachers do not extend and deepen learners' knowledge. As a result, too many learners do not surpass their existing levels of study or make effective use of their time in lessons.
- Too few teachers check learners' and apprentices' understanding frequently and this limits their progress. Teachers do not deploy effective questioning methods or assessment activities in lessons to measure learners' progress and understanding. Learners receive limited feedback that does not help them to improve their work. However, apprentices receive helpful and detailed feedback from their assessors that guides them to improve effectively.
- Teachers do not routinely improve learners' English and mathematical skills in their lessons and within their subjects because they rarely encourage learners to write using effective structure and formation, or analyse their work critically. Too many learners do not receive helpful guidance on how to improve their writing using the correct spelling and grammar. As a result, learners often repeat their mistakes and do not deepen their critical thinking skills. Apprentices improve their English and mathematics skills through well-planned workshops at times that meet their employers' needs.
- Teachers of art, business and hair and beauty therapy enable their learners to set themselves challenging targets and review these regularly. They record carefully the progress that learners make towards their targets and provide guidance on how to improve. Most learners in these subjects can identify what they are good at and what they need to improve; learners are well aware of their own progress and how they will achieve their target grades.
- Teachers have good expertise and knowledge of their subjects. In a few subjects, such as catering, childcare, carpentry, media and make-up, teachers use their expertise well to coach and mentor learners to develop effective work-related skills. For example, childcare learners identify and confidently explain the emotional and physical needs of children with autism; media and make-up learners adeptly apply make-up techniques to produce realistic ageing effects.
- Managers with responsibilities for learners in receipt of high needs funding work effectively in collaboration with schools and local authorities to ensure that learning

programmes are appropriate to learners' individual needs and personal goals. Teachers have high aspirations of their learners and as a result, most learners progress to higher-level study, employment and/or independent living.

- Most apprentices develop good work-related skills. Most assessors ensure that apprentices develop skills that are specific to their employers' needs and add value in the workplace. For example, assessors enable some engineering apprentices to adeptly use Vernier calipers and micrometers to calculate accurate measurements to hundredths of millimetres in order to produce products to meet precise commercial business orders.
- Most learners and apprentices have a good understanding of diversity, both in their personal lives and in their job roles. As a result, learners studying courses such as business, health and social care and beauty therapy improve their customer service skills with a diverse clientele.

### **Personal development, behaviour and welfare**

### **Requires improvement**

- Learners on study programmes and adult learning programmes do not attend their lessons regularly. As a result, too many learners make slow progress because they miss out on work.
- Not enough learners on study programmes have the opportunity to improve their work-related skills through relevant work experience. Planned activities for learners do not align to future skills development or support their future career goals. However, learners who have high needs access highly relevant work experience. For example, some high-needs learners improved their employability skills through working in a residential home where they successfully took clients' orders, prepared their refreshments and talked to them with confidence.
- Support services staff effectively monitor the attendance, well-being and safety of young people in local authority care and care leavers, which results in them attending their lessons more frequently than their peers.
- In most subjects, too many learners do not arrive to lessons ready to learn. The standards of their work narrowly meet the minimum requirements of their qualifications, particularly in theory lessons. Few produce work that demonstrates a good application of their higher-level thinking skills. In a few subjects, such as hairdressing and beauty therapy and performing arts, the standards of learners' written and practical work are high.
- Most learners behave well in lessons and demonstrate respect for their peers and teachers. However, in a few instances learners do not behave as well in communal areas around the college premises; they use loud and inappropriate language and smoke in undesignated areas. Staff do not effectively challenge them to improve their behaviour.
- Leaders ensure that there is a well-developed programme for tutorials that places a strong emphasis on well-being. Staff make effective use of their specialist knowledge and experience to improve learners' understanding of sensitive subjects such as female genital mutilation and forced marriage. As a result, most learners feel well supported to discuss and access help should they require it.
- Learners develop a good awareness of issues within their local communities through well-considered community projects and voluntary work. For example, learners on information

and communication technology (ICT) courses produce 'hate crime' resources for the local police while others have built a sensory garden in a residential home.

- Most learners access independent careers advice. Adults studying on access to higher education courses benefit from effective support to help them successfully apply to universities. Younger learners studying at level 3 are particularly well supported to make appropriate decisions towards achieving their next steps.
- Most learners and apprentices are not sufficiently aware of the importance of British values or how such values can affect their lives and behaviours.
- Learners and apprentices feel safe and are safe. Learners and staff adhere to health and safety regulations in workshops and develop effective safe working practices in the workplace.

### Outcomes for learners

### Requires improvement

- Most apprentices are on track to achieve within the planned time allocated but, over time, too few learners following study programmes, adult learning programmes and apprenticeships have achieved their qualifications. Although the achievement of these groups has improved, they are still low in comparison to learners nationally.
- Learners following study programmes and adult programmes do not make good progress in their subjects, and too many do not reach their potential. Too many learners are behind with their units and assignments. However, apprentices and learners who have high needs make good progress in relation to their starting points and they develop a broad range of skills and knowledge.
- Leaders' information and data indicate that the proportion of learners who remain in learning has increased significantly compared to previous years. However, managers do not ensure that learners who have left the college and/or do not attend are effectively removed from their data systems and as a result, the number of learners retained is unrealistic.
- Some groups of learners do not fare as well as others. Female learners outperform their male peers. Those with experience of local authority care do not achieve as well as other groups of learners. These gaps have persisted over time.
- Leaders are yet to gather information on learners' next steps to higher and further education and/or employment. Consequently, leaders do not have a good understanding of the impact of their provision on enabling learners to progress towards their career aspirations and personal goals. A high proportion of adult learners following access to higher education gain places at university, and most apprentices remain with their employer, with some gaining enhanced roles and/or promotions.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- Around two thirds of all learners are following study programmes. The college offers a range of courses and subjects from entry level to level 3, with the highest number of learners studying level 2 and level 3 courses.



- Leaders have not ensured that all learners who will benefit from relevant work experience have the opportunity to improve their work-related skills.
- Teachers do not make effective use of the information they have on learners' existing skills and knowledge to plan and provide teaching that motivates and challenges learners to develop higher-order thinking skills and deepen their knowledge.
- Too few teachers set precise targets for learners with challenging timescales to enable them to make rapid progress towards their learning goals. Too often the targets relate to the completion of tasks or units; this limits learners' progress because they do not develop wider skills or knowledge. Teachers fail to review learners' achievement of their targets often enough. Too many learners do not know how to achieve higher grades.
- Teachers do not check learning effectively enough in lessons. They move onto a new task or activity before making sure that all learners have grasped the previous topic sufficiently, limiting learners' ability to progress. The feedback these teachers provide to learners does not help them to improve their understanding or their work. In most instances, feedback to learners is basic and cursory, it does not provide learners with a precise understanding of the quality of their answers or their written work. In contrast, feedback to learners on business and hair and beauty therapy courses is effective. These learners are aware of the progress they are making towards their qualifications and most know what they need to do to improve their grades.
- The teaching and assessment of English and mathematics require improvement. Learners make slow progress in lessons and do not benefit from challenging activities to motivate them to learn. Too often teachers rely too much on the use of worksheets and the completion of mundane tasks, which reduces learners' motivation. Consequently, too many learners do not enjoy these subjects and their progress is slow.
- Art, hair and beauty, childcare and media make-up learners benefit from state-of-the-art facilities in workshops and salons. As a result, they develop practical skills to a high standard. Teachers link practical and theory well to enhance learners' work-related skills. For example, media make-up learners use the skills they acquire on well-planned work experience to improve their final projects. Learners on hair and beauty courses produce work that meets occupational professional standards. They work with a range of clients, many whom return for treatments at the college salon and give learners positive feedback on the quality of their treatments.
- Learners following sports and performing arts courses with subcontracted staff at Sentinel Ltd and DPA Performing Arts Academy Ltd make good progress. Subcontracted teachers have high aspirations and expectations from their learners. Learners on sports courses make good progress towards achieving their objectives in lessons and are highly motivated to learn. Performing arts learners make better than expected progress. Teachers effectively coach and mentor learners and provide them with valuable critiques to help them improve. A high proportion of these learners progress to specialist performing arts colleges.

## Adult learning programmes

## Requires improvement

- Around 870 learners are following adult learning programmes in English, English for speakers of other languages (ESOL) and mathematics access to higher education in life



sciences and humanities and vocational courses such as construction, engineering, hair and beauty, public services and energy skills.

- Leaders recognise that the provision does not fully meet the needs of local communities and have plans in place to strengthen their offer and improve their work with local authorities, Jobcentre Plus, employers and community organisations.
- Adult learners make slow progress in most of their subjects. For example, too many learners studying vocational qualifications in public services, health and social care and those enrolled on English, mathematics and ESOL courses do not make the progress of which they are capable. Teachers do not put in place appropriate support to help them catch up when they are behind on their units or assignments.
- Most teachers do not ensure that learners are set challenging learning targets to help them make progress towards improving their skills and knowledge. Where targets are set, they are too broad and teachers do not review them regularly. As a result, learners do not fully recognise the skills they have developed or what they need to focus on.
- Teachers do not make use of effective teaching methods that challenge and motivate learners to extend their knowledge and skills further. Too much teaching is narrowly focused on the minimum requirements of the qualification. As a result, learners' work does not demonstrate good or better progress over time and learners do not deepen their knowledge beyond the minimum requirements. For example, most learners studying vocational levels are working towards a pass grade; they are not challenged to improve their grades.
- Most learners studying access to higher education courses make good progress, particularly those on science and health courses. Teaching is effective and as a result, learners are highly motivated and have high aspirations. Teachers mark work precisely and provide learners with detailed feedback to help them improve the standards of their work.
- Learners studying access to higher education courses benefit from well-organised advice and guidance to enable them to make informed decisions about university courses and how to apply for them. As a consequence, a high proportion of these learners progress to higher education. Most learners on vocational subjects take up the effective guidance and support available through tutorials to increase their chances of securing employment.

## Apprenticeships

**Good**

- Just over 500 apprentices are enrolled on apprenticeships programmes at the college. Around a third of apprentices study at intermediate level and just over half enrol onto advanced-level courses. The majority of apprentices study engineering, business administration and health and social care. A few apprentices study construction, childcare, supporting teaching and learning, hospitality and catering and hairdressing apprenticeships. A minority of apprentices follow standards programmes in hospitality and catering, health and social care and engineering.
- Leaders work effectively with employers to ensure that they plan well-designed programmes to meet their needs and to enhance apprentices' skills to meet identified skills shortages. For example, leaders offer apprenticeships in specialist areas for employers such as marine engineering and offshore power industries. Leaders are highly

responsive to employers' requests to incorporate specific skills and knowledge within the apprenticeship programmes.

- Assessors' visits to apprentices in their workplace are regular and well planned. Assessors ensure that apprentices receive sufficient time to undertake high-quality specialist training and to undertake an in-depth progress review. Assessors also provide more frequent visits and reviews for apprentices who require extra support with their studies. Apprentices are very well prepared for their progress reviews and training. They review their targets prior to the visits and upload their work to the electronic portfolio; this helps facilitate a meaningful and detailed review of their progress. As a result, assessors and apprentices make effective use of their visits.
- Assessors and teachers are highly experienced and knowledgeable; they effectively use their expertise to provide interesting training that they link seamlessly to apprentices' job roles and work situations. For example, childcare apprentices benefited well from their assessors' knowledge of how to plan effective activities for pre-school children; this was part of their assignment. As a result, apprentices were very well prepared to undertake their assessments.
- Assessors use technology very well to support assessment and apprenticeship programmes. They use the online portfolio well during, and between, visits to help apprentices understand their progress. Assessors upload a varied and rich range of resources and apprentices make effective use of the extra information that they receive. Apprentices are enthusiastic when discussing their progress; they make effective use of the electronic portfolio system to track their own progress.
- Apprentices produce work to industry standards and employers appreciate the contributions their apprentices make to their organisations. Standards of work are particularly high in engineering, business administration, health and social care and early years programmes. For example, health and social care apprentices are highly adept in adjusting their approaches when working with a diverse client group with moderate to severe difficulties. Most apprentices provide their assessors with detailed answers to assessment questions, particularly in their written answers.
- Most apprentices develop their English, mathematics and ICT skills well. Those who need to gain qualifications in these subjects have good access to college and community-based provision. However a few do not attend their lessons regularly. Most apprentices achieve their English, mathematics and ICT functional skills qualifications, but most do not pass them at their first attempt.
- In a few instances, teachers do not plan and make use of sufficiently challenging activities to advance learning. As a result, apprentices work on the same task for a lengthy period of time and apprentices do not make the rapid progress of which they are capable.
- Too few apprentices have a good understanding of how to protect themselves from the risks of radicalisation and extremism. Although apprentices are introduced to these topics when they first join their programmes, assessors do not seize opportunities such as current topics in the news to reinforce their understanding. As a result, apprentices do not have a secure understanding of how these issues relate to their job roles and personal lives.

## Provider details

Unique reference number	130819
Type of provider	Further education and skills
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	3018
Principal/CEO	Stuart Rimmer
Telephone number	01502 583521
Website	<a href="http://www.eastcoast.ac.uk">www.eastcoast.ac.uk</a>

## 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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	496	180	624	381	515	302	–	7
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	93	103	84	199	–		34	
Number of traineeships	16–19		19+		Total			
	–		–		–		–	
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	72							
At the time of inspection, the provider contracts with the following main subcontractors:	Inspire Ltd DPA Performing Arts Academy Ltd Skills Network Ltd Sentinel Ltd							

## Information about this inspection

The inspection team was assisted by the deputy principal, 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
Tim Gardner	Her Majesty's Inspector
Catherine Gunn	Ofsted Inspector
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Claire Griffin	Ofsted Inspector
Stefan Fusenich	Ofsted Inspector
Barbara Hughes	Ofsted Inspector
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