

Northern Construction Training & Regeneration

Independent learning provider

Inspection dates

10–13 July 2018

Overall effectiveness		Inadequate	
Effectiveness of leadership and management	Inadequate	Adult learning programmes	Inadequate
Quality of teaching, learning and assessment	Inadequate	Apprenticeships	Good
Personal development, behaviour and welfare	Inadequate		
Outcomes for learners	Inadequate		
Overall effectiveness at previous inspection		Not previously inspected	

Summary of key findings

This is an inadequate provider

- Arrangements for safeguarding adult learners are ineffective. Leaders and managers have failed to carry out adequate risk assessments of venues where they deliver adult learning or checks on the suitability of the staff that they employ.
- Leaders, who are also responsible for governance, have failed to maintain sufficient oversight of the adult learning provision; they have not recognised or dealt with significant weaknesses.
- The management of the performance of 'delivery partners' and the staff who deliver adult learning programmes is ineffective, resulting in poor planning and delivery of programmes.
- The quality of teaching, learning and assessment for adult learners is inadequate; too often, adults receive too little training and support to gain the knowledge that they need or to practise and consolidate their skills.
- Assessment practices for retail qualifications are not consistently appropriate, and leaders and managers have not identified this through their quality assurance processes. Assessed work in adult learners' portfolios cannot always be attributed reliably to individual learners because there is some evidence that word-processed work has been duplicated.
- Adults receive inadequate advice and guidance. Consequently, they make ill-informed decisions about the appropriateness of the courses on which they enrol in meeting their further learning and employment needs.
- Too many adult learners make insufficient progress in developing the confidence and personal and social skills that they need to progress to their next steps in learning and employment.

The provider has the following strengths

- The construction apprenticeship programme, which accounts for a small proportion of the total number of learners, is managed well by the team responsible for this aspect of provision.
- Construction apprentices make good progress and develop good practical skills that enable them to make a positive and valued contribution to their employers' businesses.

Full report

Information about the provider

- Northern Construction Training & Regeneration has held a direct contract to deliver adult learning programmes funded through advanced learner loans since 2016. It delivers these programmes under the brand name of NCT Skills. Programmes for adults are delivered across England through arrangements with 'delivery partners' who provide access to premises and, in some cases, delivery staff who work for NCT Skills as 'associate tutors'. Adult learners make up over four fifths of all learners.
- Since 2010, Northern Construction Training & Regeneration has delivered construction apprenticeships in the north east of England from centres that it operates in Newcastle and Hartlepool, as a subcontractor for other providers. The provider began to recruit apprentices directly under its own contract in February 2018. It has recently extended its construction apprenticeship provision at a centre in Sheffield. Northern Construction Training & Regeneration delivers its construction apprenticeship provision under the brand name of UK Construction College. Construction apprentices comprise less than one fifth of all learners.

What does the provider need to do to improve further?

- Leaders must take immediate action to ensure that adequate arrangements to safeguard adult learners are established and applied consistently well.
- Leaders must improve the effectiveness of the leadership and oversight of all aspects of adult learners' programmes. They should introduce comprehensive quality improvement processes without delay that will identify areas for improvement quickly and accurately. Leaders must establish clear plans to bring about rapid improvements to the many weak aspects of the provision.
- Arrangements to manage effectively the performance of 'delivery partners' and the staff engaged to deliver adult learning programmes should be established and applied robustly across all subjects and geographical locations where delivery takes place. Leaders must ensure that, through strengthened performance management, the planning and delivery of learners' programmes improve significantly.
- Through strengthened quality improvement activities, leaders and managers must ensure that learners' work submitted for assessment can be reliably attributed to individual learners and is a true reflection of the knowledge and skills that they have gained through taking qualifications with the provider.
- Leaders and managers must improve significantly the quality and appropriateness of the advice and guidance that adult learners receive before taking on loans and signing up to courses so that:
 - all learners receive high-quality advice and guidance about the suitability of the course and qualification that they are considering, based on an accurate assessment of their starting points and future plans, so they can make well-informed choices
 - learners are not given inappropriate advice to join programmes that require them to take out loans to pay for qualifications that do not meet their needs and aspirations.
- Leaders and managers responsible for adult learning programmes must improve

significantly the quality of teaching, learning and assessment so that learners receive adequate time to engage in learning activities that meet their needs and to practise and develop their skills.

- Leaders and managers must ensure that all staff who deliver adult learning programmes do this well. They should provide learners with good support to develop their confidence and social and interpersonal skills to enable a much higher proportion to progress to their next steps in learning and employment.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, who are also responsible for governance, have failed to maintain a sufficient oversight of the quality of adult learning provision. Leaders and managers have not identified in their self-assessment the significant weaknesses found in adult learning programmes during the inspection. Quality improvement plans do not identify the urgent actions necessary to improve the provision.
- Arrangements for managing the third-party delivery relationships with other training providers, referred to by leaders as 'delivery partners', in locations across England are ineffective. Leaders do not manage the staff engaged through these relationships effectively or evaluate accurately the quality of provision that they deliver. Consequently, the poor planning and delivery of too many adult learning programmes remain unchallenged and unresolved.
- Leaders have failed to identify or act on evidence of poor assessment practice in retail provision. Within one sample of 19 portfolios made available by managers, inspectors found six that contained identical word-processed text in assessed work, which had been subject to internal quality assurance checks and had been formally accredited. Consequently, assessed and formally accredited work cannot be reliably attributed to individual learners, some of whom have received qualification certificates.
- Leaders and managers could not provide inspectors with any evidence of delivery or financial agreements with 'delivery partners' to regulate or ensure the appropriate use of facilities and staff at delivery locations.
- Leaders do not have a strategic overview of how they plan to develop the adult learning curriculum funded through advanced learner loans. Since starting the delivery of adult learning programmes in 2016, there have been frequent changes to the programmes provided and the geographical locations where they are offered. The provision has not remained stable enough to meet the needs of learners.
- Adults receive inadequate advice and guidance about the appropriateness of programmes in meeting their career aspirations. This means that adults often start programmes at level 3 when they do not have any previous skills or qualifications in the subject. As a result, too many adult learners, particularly on beauty therapy, nail technology and media makeup courses, leave their programmes without achieving qualifications. Inspectors spoke to two learners who joined level 3 retail programmes when their personal and job-related aim was to achieve a level 2 qualification that would enable them to obtain a security industry authority licence. Although they achieved a level 2 qualification in security, they were not aware that they had joined the level 3 retail programme, for which they had borrowed money under the advanced learner loans facility, until after the course commenced.
- Leaders do not collect or analyse information about adult learners' next steps well enough to evaluate the effectiveness of the provision in meeting learners' needs and aspirations. Information available about the destinations of learners is based on a very small sample, of which only around half are recorded as positive.
- Construction apprenticeships are managed well by the team responsible for this aspect of

provision. Having established a good reputation with local and regional construction employers over several years as a subcontractor to other providers, the team has a clear vision and ambition for the further development and growth of this provision as a prime contractor.

- Leaders and managers responsible for the construction apprenticeship provision ensure that the quality of teaching, learning and assessment that apprentices receive is good. Managers design and deliver programmes that meet the requirements of apprenticeships well. They ensure that apprentices attend well-equipped and safe training facilities regularly to participate in off-the-job training.

The governance of the provider

- Governance is ineffective. The directors of the company are also the executive leadership team. They do not accurately review the quality of provision or identify the areas for improvement well enough. They evaluate the quality of provision too generously in their self-assessment reports and improvement plans. As a result, leaders and managers are unable to challenge staff and hold them to account for the quality of their work or the outcomes that they achieve.
- Leadership meetings do not focus well enough on the quality of provision or the poor experiences of too many learners. Leaders focus on funding and data rather than on evaluating a broad range of evidence that would provide them with a well-informed view of the quality of provision.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have failed to promote an effective culture of safeguarding across the provider. Although the designated safeguarding officer has undergone appropriate training, too many members of staff had not completed appropriate training in safeguarding and the 'Prevent' duty before the start of the inspection. This was addressed during the inspection after inspectors drew attention to it. Leaders do not hold sufficiently detailed records or evidence of checks to demonstrate that procedures for employing staff follow safe recruitment requirements.
- Risk assessments completed by the provider's staff do not identify well enough the risks that adult learners face. They do not recognise appropriate control measures to keep adults safe in the venues where they learn. Too often, leaders and managers rely on risk assessments completed by other organisations without checking their suitability.
- The 'Prevent' risk assessment and action plan are too generic and do not recognise the significant local risks in the areas in which the provider operates, several of which are 'Prevent' priority areas. Too few adult learners understand the risks of extremism well enough.
- Risk assessments for the construction apprenticeship provision are fit for purpose and identify appropriate control measures to ensure that apprentices are kept safe. Apprentices know how to keep themselves safe at work and about the need to wear appropriate personal protective equipment. The majority of apprentices have a good understanding of the risks of radicalisation and extremism in the areas where they live

and work.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching, learning and assessment contrasts starkly between the good provision for most construction apprentices and the inadequate provision experienced by most adult learners. Too often, adult learners receive too little training and support to gain the knowledge and skills that they need to achieve their qualification.
- Tutors do not collect or use sufficient information about adult learners' starting points, including their existing vocational skills and knowledge, to provide learning that closely matches the diverse range of their needs. Too often, tutors deliver activities that concentrate on achieving the qualification units in the minimum amount of time rather than providing learners with opportunities to develop significant new skills and knowledge. Learners do not have sufficient time or opportunity to practise and consolidate their skills. In training and teaching sessions, tutors do not check learners' depth of understanding before moving on to new areas of learning.
- Most tutors do not do enough to help adult learners to develop appropriate employability skills, including English and mathematics. Consequently, learners are not sufficiently prepared for employment in a commercial environment. However, on the creative practitioner programme, learners study a wide range of subjects that help them to appreciate the diversity of employment opportunities in the music industry.
- Assessment procedures on too many adult learning programmes are weak. Tutors do not make consistently accurate assessment judgements. Too often, they assess and pass work that does not meet the required standard for the advanced level of the qualifications that learners are following. In retail, assessed work cannot always be reliably attributed to individual learners.
- Tutors' feedback to the majority of adult learners on work that they have completed does not help them to understand how to improve. As a result, too many learners do not develop higher-level skills to help them progress on to further learning, find employment, or secure promotion at work.
- In theory lessons for construction apprentices, tutors do not consistently make sufficient use of information about apprentices' starting points to challenge those who are the most able. As a result, these apprentices do not always make the progress of which they are capable.
- Tutors on apprenticeship programmes are well qualified and have an appropriate range of industrial experience. They use this well to make learning relevant to apprentices. Apprentices benefit greatly from good support in their workplaces as a result of frequent visits by tutors. Employers have a good understanding of the requirements of apprentices' programmes and are involved well in providing on-the-job training and in monitoring apprentices' progress. Consequently, most apprentices make good progress.
- Tutors plan and provide the majority of off-the-job training sessions for apprentices well, enabling them to develop good practical skills. Vocational tutors and specialist tutors work well together to ensure that apprentices master the English and mathematical skills required to complete practical tasks successfully.
- Tutors assess apprentices' work in the training centres and at their workplaces accurately

and frequently. They provide apprentices with clear feedback that helps them to understand the progress that they are making and what they need to do to improve.

- Tutors ensure that apprentices know how to work safely in a hazardous environment. In lessons and assessments, they include topics that enable apprentices to improve their awareness about living and working in modern Britain. As a result, apprentices adopt positive attitudes to their work and show respect for their tutors, employers, customers and each other.

Personal development, behaviour and welfare

Inadequate

- Too many adults do not develop the necessary skills to become successful learners. They make insufficient progress in developing the personal and social skills, including self-confidence, that they need to progress to their next steps in learning and employment.
- Tutors fail to set learning activities and tasks for adult learners to enable them to develop the higher-level skills, such as critical evaluation or analysis, that are necessary to achieve qualifications at levels 3 and 4.
- Although leaders claim that adult learners attend well, they do not hold sufficiently detailed records or evidence of attendance at individual learning sessions to validate this.
- Too many adults receive inadequate advice and guidance about how qualifications and learning options available to them will help them to progress with their career aspirations.
- Adult learners receive insufficient support or challenge to develop their work-related skills well enough or to a high enough level. They do not receive sufficient support to develop their English and mathematical skills to meet the demands of the industries where they aspire to work.
- The few adult learners enrolled on a programme in supporting teaching and learning in schools in Newcastle show a good awareness of the need to tolerate and respect other people's views and opinions to create effective teams.
- Tutors use the good range of resources available to them on construction apprenticeships to plan and deliver learning activities that raise effectively apprentices' awareness about life in modern Britain and the risks of radicalisation and extremism.
- Apprentices develop good attitudes to their learning and work. Their attendance at the training centre and at work is good. Managers of the construction apprenticeship provision deal with incidents of non-attendance and poor punctuality promptly. They involve employers well when they have concerns about individual apprentices.
- Apprentices develop good work-related skills, including in English and mathematics, that help them to be successful in their work.
- Most construction apprentices receive good advice and guidance before starting their apprenticeship. This enables them to make well-informed choices about the trade and optional units within trade qualifications that best meet their career plans. Managers and staff use introductory courses that they deliver as a subcontractor for other providers as a successful vehicle for recruiting apprentices to programmes that meet their needs. However, apprentices who joined roofing apprenticeships early in 2018 did not receive sufficient advice and guidance about the demands of the job or the conditions in which they would be required to work, prior to starting their programme; as a result, too many

have left the programme early without achieving their apprenticeship.

Outcomes for learners

Inadequate

- In 2016/17, published achievement data for adult learning provision was around the national rate. The majority of qualifications to which this data relates were in business and health and social care, subject areas that NCT Skills did not continue to deliver in 2017/18. Inspectors' concerns about the reliability of assessed and accredited work in learners' portfolios, raised similar concerns about the security of the provider's in-year achievement data for 2017/18.
- Too many adult learners do not complete their programmes. The proportion of adult learners who have remained on level 3 diploma courses in beauty therapy, media makeup and nail technology programmes during the current year is particularly low. These courses account for around a third of the enrolments on adult learning provision.
- Too many adult learners are not supported or challenged sufficiently, based on their starting points, to make significant improvements to their vocational skills. Too many are ill-prepared to work to challenging commercial standards.
- The proportion of adults that gain or remain in employment or self-employment after completing their programmes is too low.
- A very high proportion of construction apprentices have remained on their programmes. The large majority of apprentices make good progress, other than in roofing.
- Construction apprentices develop good practical skills that enable them to make a positive and valued contribution to their employers' businesses.

Types of provision

Adult learning programmes

Inadequate

- At the time of the inspection, 432 adults were enrolled on learning programmes. Around nine tenths of adults are on programmes at level 3. Of these, around a half are taking the diploma in retail knowledge. A third are taking beauty-related qualifications in either beauty therapy, media makeup or nail technology. The remaining adult learners on programmes at level 3, which make up less than one tenth of the total, are taking qualifications in supporting teaching and learning in schools, construction, fitness instruction and early years. Around a tenth of all adults are on a level 4 extended diploma for creative practitioners.
- The management of adult learning programmes is particularly weak. Arrangements to manage the performance of 'delivery partners' and 'associate tutors' are ineffective. Leaders and managers do not ensure that learners' programmes provide them with sufficient time to develop and consolidate their skills sufficiently. Safeguarding for adult learners is not effective.
- Too many learners receive inadequate pre-course information, advice and guidance to enable them to make well-informed choices about the suitability of learning programmes to meet their needs.

- Tutors fail to use information about learners' starting points and personal and learning support needs adequately to plan and provide learners' programmes and individual learning activities. Regardless of their prior knowledge and skills, learners are enrolled on programmes of identical duration. In lessons, all learners work through the same units, at the same pace.
- Too often, tutors do not plan and provide activities that challenge learners or enable them to extend their skills and knowledge beyond the minimum required to achieve the qualification. Programmes in retail, beauty therapy, media makeup, nail technology and fitness instruction are delivered over insufficiently long periods of time. Planned class contact hours often fall well short of those recommended by the awarding bodies for the qualifications. Tutors fail to plan or set sufficient additional work for learners outside of lesson time to compensate. Consequently, learners do not have sufficient opportunity to practise and improve their skills and knowledge. Too few learners develop their employability skills sufficiently to meet the challenges of commercial settings.
- The pace of lessons is too fast for many learners. Tutors fail to check and ensure that all learners have assimilated key learning points before moving on to the next area of learning.
- Tutors' expectations of what learners can achieve are too low. Tutors fail to plan and provide sufficiently challenging learning and assessment activities to get the best out of learners. Consequently, too often learners lack confidence and fail to provide sufficiently detailed answers in assignment work required for qualifications at levels 3 and 4. The standard of work in too many learners' portfolios, particularly in retail, beauty therapy, media makeup and nail technology, is poor.
- Tutors' assessment judgements on learners' work are not sufficiently reliable, and managers have failed to recognise and deal with this through their quality assurance procedures. Much of tutors' feedback to learners does not help them to understand well enough how they can improve their work. Learners are not challenged adequately and do not develop their study skills sufficiently well, particularly the critical analysis skills expected of learners studying at level 3 or 4.
- Tutors provide insufficient support for learners to enable them to improve their English skills during their programme. Although tutors challenge learners to contribute verbally during sessions, too often it is only a small number of the more confident learners who do so.
- Learners do not receive adequate careers information, advice and guidance. Although tutors and managers are supportive of their learners, the provider does not have sufficiently robust arrangements to ensure that all learners across the different subject areas receive high-quality careers advice and guidance. Due to high levels of inaccuracy in learner information, such as contact telephone numbers, it is difficult for staff to contact learners once they have completed the course. As a result, the provider does not have reliable data on learners' next steps in learning and employment.
- Tutors do not do enough to raise learners' awareness about living and working in modern Britain. Retail learners understand the need to be vigilant about behaviours displayed by customers that could indicate warning signs about their personal safety. However, learners in other subject areas, particularly beauty therapy, media makeup, nail technology and recreation, do not develop a good enough understanding of the risks and

dangers of radicalisation and extremism.

- The programme for the small number of learners taking the supporting teaching and learning qualification is managed well. Learners receive good advice and guidance prior to enrolling. They produce work that is well presented and of an appropriate standard. Tutors provide them with feedback on the work they have produced that helps them to improve and develop their knowledge and skills.
- Managers responsible for the creative practitioner programme have designed various strands to the programme that meet the career plans of learners well. For example, learners follow pathways in song writing, performing and management of artists.

Apprenticeships

Good

- At the time of the inspection, 75 apprentices were following level 2 apprenticeship programmes. All apprentices are enrolled on frameworks. Almost all apprentices are aged 16 to 18. Apprentices follow programmes in the four construction trade areas of wood occupations, brickwork, roofing or plastering.
- The management of most aspects of the apprenticeship provision is very effective and has ensured that programmes meet the requirements of apprenticeships. Employers value the role that managers and staff play in developing apprenticeship programmes to meet their needs. They speak highly of the contribution that apprentices make to their companies.
- Managers and staff ensure that learners who join the traineeship courses that they deliver as a subcontractor for other providers are well prepared to take advantage of apprenticeship opportunities. During these introductory programmes, staff measure the suitability of learners for progression onto apprenticeships and provide most learners with effective advice and guidance about the apprenticeship options that will best meet their career aspirations. Managers recognise that they need to improve the advice and guidance provided to learners who are interested in roofing to ensure that they make well-informed choices based on the demands of the job.
- The large majority of apprentices are making good progress towards achieving their qualifications. Tutors' frequent visits to apprentices' workplaces result in regular assessment, with many opportunities to gather evidence of apprentices' performance. The progress made by roofing apprentices is slower and requires improvement.
- In practical training and on-the-job assessments, tutors set high standards for apprentices. They use their industry knowledge well to make learning vocationally relevant and use feedback and questioning effectively to develop apprentices' understanding.
- Apprentices make good progress in gaining industry-standard skills. For example, plastering apprentices skilfully finished a window reveal in a domestic house extension to a high standard. Bricklaying apprentices apply measuring skills well to build walls accurately to the correct gauge and mortar depths.
- Managers and tutors review the progress of apprentices regularly through effective monitoring systems. They communicate information about apprentices' progress well to apprentices and their employers. Employers work closely with tutors to arrange work

activities for apprentices to ensure that they continue to develop their skills.

- Specialist tutors ensure that apprentices improve their English and mathematics skills in lessons through vocationally relevant activities and through their input into practical lessons. Apprentices develop good practical skills in mathematics; for example, they measure and set out accurately, convert measurements using scales, calculate areas and volumes, and estimate prices for materials.
- Apprentices improve their English skills well through communicating with colleagues in the workplace, and during structured functional skills classes. However, tutors do not routinely correct grammar or spelling in the work booklets that apprentices complete.
- Apprentices attend well and enjoy their learning in both the training centres and at work.
- The majority of apprentices develop a good understanding of British values, how to stay healthy and safe in their work and wider lives, and the dangers of extremism and radicalisation through a range of activities that their tutors deliver. Activities include discussions during progress reviews in the workplace, classroom activities during functional skills lessons, and round-table talks by tutors in practical workshop sessions.
- Apprentices work safely in the workplace and wear the appropriate protective equipment on site. Tutors ensure that workplaces are safe. In the training centres, however, staff do not always challenge swiftly enough incidents where apprentices do not use all the personal protective equipment required for specific tasks.
- In theory training sessions, tutors do not consistently use effective questioning and feedback to broaden apprentices' technical knowledge beyond the minimum required to achieve the qualification.

Provider details

Unique reference number	1236922
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	597
Principal/CEO	Peter Tighe
Telephone number	01913 410045
Website	www.nctskills.com

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)	-	-	-	-	-	380	-	52
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	68	7	-	-	-	-		
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								
At the time of inspection, the provider contracts with the following main subcontractors:								

Information about this inspection

The inspection team was assisted by the quality director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. 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 account of all relevant provision at the provider.

Inspection team

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Helen Groves	Ofsted Inspector
Stephen Masterson	Ofsted Inspector

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