

# Stoke-on-Trent Unitary Authority

Local Authority

Inspection dates

11–14 June 2019

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	Requires improvement		
Outcomes for learners	Inadequate		
Overall effectiveness at previous inspection		Requires improvement	

## Summary of key findings

### This is an inadequate provider

- Senior leaders and managers have not rectified the areas for improvement identified at the previous inspection in adult learning programmes.
- Council leaders have not set targets for the service that enable them to monitor any improvements in the provision well enough.
- Managers do not have an accurate view of the quality of the provision and do not use the information available to them well enough to improve outcomes for learners, and the quality of teaching, learning and assessment.
- Leaders and managers do not use performance management well enough to improve the skills of teachers. As a result, the majority of teaching in adult learning programmes is weak.
- The majority of adult learners and learners aged 16 to 19 do not make strong progress from their starting points.
- The majority of tutors do not demonstrate high enough expectations of learners. Tutors do not provide sufficient feedback or set targets to ensure that learners improve their skills and standards of work.
- Too few adult learners successfully move on into the next stage of their education, training, or employment when they complete their programmes.
- Attendance remains too low. Too many adult learners do not attend the sessions regularly. Learners aged 16 to 19 do not attend their English, mathematics and employment sessions well enough.

### The provider has the following strengths

- Tutors assessors use their industry knowledge and expertise to improve apprentices' skills rapidly through on- and off-the-job training. Apprentices demonstrate high standards of work which benefit their workplace.
- Learners aged 16 to 19 benefit from well-planned work placements. They quickly improve the skills they need for work. The majority successfully move on into an apprenticeship.

## **Full report**

### **Information about the provider**

- Stoke-on-Trent forms the larger part of the North Staffordshire conurbation. Children and young people under the age of 20 make up 25% of the population. Around 30% of households in Stoke-on-Trent have two or more indicators of disadvantage, which is higher than the national rate. Some 20% of households with dependent children do not have adults in employment. Stoke-on-Trent is ranked as the fourteenth most deprived local authority in England. Approximately 13% of adults do not have any qualifications.
- The employment, learning and skills section (the service) is part of learning services, in the children and family services directorate. The service provides city-wide access to provision through adult and community learning programmes. Approximately 75% of funding is allocated to adult learners. Some 75% of the adult provision is non-accredited and the remaining 25% leads to formal qualifications. There is a very small cohort of learners on study programmes and traineeships. The service currently offers courses across 100 venues throughout the city. The service offers a range of daytime and evening courses.

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

- Senior leaders should improve urgently the quality of teaching, learning and assessment in adult learning programmes by using the information about learners' progress, standards of work and the outcomes of lesson observations to identify precisely and accurately what individual tutors need to do to improve their performance and outcomes for learners
- Improve the quality of adult learning programmes by ensuring that all tutors:
  - have high expectations for learners
  - identify accurately learners' starting points in order to enable them to set challenging targets to support learners to achieve the level of which they are capable
  - monitor learners' progress on all programmes, and take appropriate action when they are at risk of falling behind.
- Managers, tutors and staff should take urgent action to improve the poor attendance at learning sessions of adult learners and learners aged 16 to 19.
- Senior leaders should urgently identify areas for improvement for the service and take swift action to ensure that rapid improvements are made and sustained.
- Council leaders need to improve their oversight of the service urgently. They must take action to ensure that managers and staff make rapid improvements in outcomes for learners, and the quality of teaching, learning and assessment in adult learning programmes.
- Senior leaders and managers should take swift action to improve their analysis of the data and information on outcomes for learners, including the proportion of learners who move on into the next level of programme and into employment. They should take action to improve the proportion of learners who are successful in their next steps.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Senior leaders, council leaders and managers have not tackled sufficiently the recommendations from the previous inspection. Managers have not secured improvements to the quality of teaching, learning and assessment of adult learning programmes. Leaders have identified that the recent turnover of managers, tutors and staff has hindered their ability to raise standards quickly enough. Leaders and managers have taken recent steps to stabilise staffing within the service, but it is too early to see the impact of these on the experiences of learners.
- Leaders and managers do not sufficiently use quality improvement processes to drive improvements to the quality of adult learning programmes. Senior leaders and council leaders do not challenge well enough the information they receive on the performance of the service. Managers do not take fully into account outcomes for learners and the quality of teaching, learning and assessment when evaluating the effectiveness of the provision. As a result, managers do not identify areas where performance is weak, or set targets to secure and sustain improvements.
- Managers' evaluation of the quality of teaching, learning and assessment is not yet critical enough. Managers' activities to improve the quality of teaching, learning and assessment do not sufficiently focus on the areas for improvement in the service. Managers have not secured improvements through the performance management of tutors and staff. Only a small minority of tutors attend training to improve their practice. As a result, too much teaching is weak in adult learning programmes.
- Leaders and managers do not ensure that adult learners attend sessions frequently enough. Leaders and managers recognise that they have faced significant challenges with staff sickness. However, managers have not secured sufficient staffing resources to cover classes. Tutors do not provide sufficient information on the progress of learners to ensure that learning is not interrupted. As a result, too often cover for sessions is ineffective in enabling learners to make progress.
- Senior leaders' analysis of the information they receive from staff is weak. Senior leaders and managers do not sufficiently challenge the information they receive on attendance, the progress of current learners and outcomes for learners. Managers, tutors and staff have not secured improvements in adult learning programmes.
- Managers have developed an appropriate curriculum for hard-to-reach learners. They work with local schools and partners to deliver first-steps-to-learning courses across the city. Managers and tutors provide sessions in community venues for learners who have previously faced barriers to learning, such as lack of confidence. However, too often partners and staff cancel sessions due to staff sickness, or lack of room at venues. As a result, learners' attendance in these sessions is low.
- Leaders and managers provide well-managed programmes for learners through subcontractors in family learning, health and well-being. Tutors and staff support learners who have had previously poor experiences of education in schools. Learners improve their confidence and well-being. A small minority of learners move on into non-accredited and accredited programmes at the end of their course.

- Leaders and managers deliver high-quality apprenticeship programmes for Stoke-on-Trent Unitary Authority (the authority). Managers have successfully aligned the programme to the skills required by the authority. Apprentices quickly improve the skills and knowledge they need for their job roles. The authority benefits from the skills apprentices develop on their programme and over time.
- Managers are aligning the curriculum well to meet local priorities, including those identified by the local enterprise partnership and the national careers service. Managers respond well to the needs of local employers. Managers and staff have successfully delivered support to staff of national employers following recent redundancy programmes. A large majority of employees at threat of redundancy received careers education, information, advice and guidance. They enrolled on programmes within the service to support them back into the local workforce. A small minority of learners have gained employment due to their retraining.
- Senior leaders and managers have invested in a comprehensive careers service for the city. Managers have ensured that schools and providers across the city have access to impartial and qualified careers advisors. The authority has been successful in becoming a national careers hub. Learners attending sessions at the service are increasingly accessing careers education, information, advice and guidance. However, it is too early to see the impact of this, as learners have not yet completed their programmes. A small minority of learners move on into employment at the end of their programme.

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

- Council leaders and senior leaders have limited oversight of the service. They do not have an accurate understanding of the quality of provision. Governance of the service is undertaken by senior leaders within the authority and council leaders. Council leaders oversee broad strategic areas within the council, of which the service is a part. Due to the breadth of their responsibility council leaders are not able to pay enough attention to the improvements required. As a result, they do not sufficiently hold leaders and managers of the service to account.
- Council leaders and senior leaders receive detailed information on the council's strategic priorities. They frequently monitor the service against these priorities. However, council leaders and senior leaders have not sufficiently matched these priorities to the areas for improvement within the service. Senior leaders have not set targets to ensure that improvements are made. Council leaders and senior leaders are not able sufficiently to identify the improvements made from the information they receive. As a result, they do not have a precise and accurate view of the quality of provision.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have established appropriate arrangements to ensure that learners and apprentices are safe. Learners and apprentices know how to report their concerns and how to keep themselves safe. Learners and apprentices have a good understanding of health and safety requirements in practical sessions and when on work placements.
- Tutors and staff are appropriately trained and manage learners' and apprentices' concerns

appropriately.

- Managers and staff use their close links within the council and with partners to raise learners' and apprentices' understanding of the risks of bullying, harassment and radicalisation. Most tutors and tutor-assessors promote e-safety to learners and apprentices. Tutors improve learners' understanding of technical information, and technology terms in sessions for English for speakers of other languages (ESOL), to ensure that they are safe when working online. Learners and apprentices are confident in discussing the risks posed within their local communities and when at work.

## **Quality of teaching, learning and assessment**

## **Inadequate**

- Tutors' planning of learning programmes to improve learners' skills and knowledge and behaviours ready for employment is weak. As a result, the quality of teaching, learning and assessment in adult learning programmes is poor.
- The large majority of adult learners and learners aged 16 to 19 do not attend sessions frequently enough. As a result, learners do not improve the skills they need for work. Tutors do not sufficiently challenge learners when they do not attend.
- Tutors do not sufficiently use the information they have on adult learners' starting points including their prior qualifications or experiences, to plan sessions. Tutors do not set challenging targets for learners in their vocational, English, ESOL and mathematics subjects. Only a small minority of learners achieve at the level of which they are capable.
- Tutors do not accurately track the progress of adult learners on non-accredited programmes. Tutors do not review or assess learners' progress frequently enough. Tutors cannot identify how well learners are achieving on their programme. Tutors' information on learners' starting points is not sufficiently detailed. Tutors do not plan challenging activities for the most able learners. As a result, these learners do not gain new skills and knowledge. Too few learners move on to the next stage of their learning at the end of their course.
- Tutors do not identify accurately or quickly enough adult learners who require additional learning support at the start of their programme. Too many learners do not receive the support they need on their programme. As a result, learners do not make progress to the level of which they are capable.
- Most tutors provide ineffective feedback to adult learners and learners aged 16 to 19. Tutors do not ensure that adult learners understand what they need to do to improve in their practical and theory sessions. Tutors do not provide learners aged 16 to 19 with the feedback they need to improve their English and mathematics skills. As a result, learners do not develop the skills they need to achieve to their potential.
- Study programmes and traineeships meet the statutory requirements. Learners attend English, mathematics and theory sessions. Currently, of the 10 learners on study programmes and of the three traineeship learners, all attend significant work placements. The majority of learners move on into apprenticeships at the end of their programme.
- Tutors improve adult learners' skills in a small minority of sessions. A small minority of tutors develop good learning resources for adult learners. Learners have good access to computer software in information and communication technology (ICT) sessions. They quickly learn how to set up spreadsheets and use formulae. They develop the skills they

will need to move on into the next level of programme.

- Tutor-assessors provide good support for apprentices during their programme. They use the information on apprentices' starting points well at the start of their programme to help them make appropriate progress. Apprentices quickly develop new vocational skills through their on-the-job and off-the-job training. Tutor-assessors provide apprentices with frequent feedback on what they need to do to improve. Most apprentices improve their English, mathematics, and ICT skills. The majority of apprentices make expected or better progress on their programme.

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

## **Requires improvement**

- Adult learners' attendance at sessions remains too low. Learners aged 16 to 19 do not attend frequently enough at their English, mathematics and theory sessions. Managers have not sufficiently improved the levels of learners' attendance since the previous inspection. Managers, tutors and staff do not support learners aged 16 to 19 and adult learners well enough to develop regular patterns of attendance.
- Tutors' poor planning and identification of adult learners' vocational skills at the start of their programme leads to only a small minority of learners moving on into the next level of programme. Too few learners move on into employment when they complete their programme.
- Most apprentices do not have a sufficient understanding of equality of opportunity or cultural diversity relevant to their job roles. Apprentices in sports, leisure and recreation are not able to use the knowledge they have learned to plan coaching sessions for different groups in community locations. They are not able to relate the diversity of the local community to the skills they need in their daily work.
- A small minority of adult learners have begun to access careers education, information, advice and guidance during their programme. However, it is too early to see the impact of this support.
- Most learners and apprentices who attend their sessions regularly enjoy their learning. Tutors ensure that adult learners have a good understanding of class rules in sessions. Tutors improve the behaviour of adult learners and learners aged 16 to 19, who have previously faced difficulties attending educational settings. Adult learners are respectful of each other in sessions. The majority of learners aged 16 to 19 successfully move on into apprenticeships when they complete their programme.
- Learners aged 16 to 19 benefit from well-planned work placements. Tutors work well with employers to identify the jobs learners undertake. Learners enjoy their placements, and most learners attend regularly. Line managers and staff support learners well to improve their skills at work. Learners working in administration roles successfully carry out daily office tasks.
- Staff support learners aged 16 to 19 to improve their English and mathematics skills during their work placements. Learners working in local libraries produce leaflets to communicate to customers. They regularly read to children who access the library. Learners working as gardeners in the council's parks plan bedding schemes by measuring plant beds. Learners improve the mathematics and written and spoken English skills required for their job roles.

- Learners and apprentices demonstrate a good understanding of health and safety in the workplace. Managers, staff and employers place high importance on health and safety. Learners use mowers, strimmers and leaf-blowers safely when working as gardeners. Learners and apprentices working in leisure centres set up sports equipment in line with safety regulations. Learners and apprentices demonstrate safe working practices at work.
- Learners and apprentices benefit from programmes designed to improve their health and well-being. Tutors and tutor-assessors develop learners' knowledge of sexual health, drug and alcohol awareness, and mental health. Learners aged 16 to 19 and apprentices develop a good understanding of managing their mental health and where to go to for help.

## Outcomes for learners

## Inadequate

- In adult learning programmes the majority of learners do not make expected progress on their programmes. The proportion of adult learners remaining on accredited adult learning programmes has improved but remains too low. The proportion of learners gaining their qualifications on accredited programmes has declined and is too low.
- The proportion of learners aged 16 to 19 remaining on their programme has improved but remains too low. The minority of learners aged 16 to 19 do not make expected progress in their vocational, English and mathematics qualifications and therefore too few achieve them.
- Learners aged 16 to 19 make good progress in their work placements. They develop the vocational skills required for work. The majority of learners successfully move on into apprenticeships at the end of their programme.
- The proportion of learners who make good progress in their English and mathematics qualifications is too low. Too few adult learners achieved their English functional skills in 2017/18. The proportion of learners aged 16 to 19 who achieved their English functional skills has improved and is now high. However, too few learners aged 16 to 19 achieve their mathematics functional skills qualifications, although there has been some improvement.
- Managers do not collect the information on learners' next steps. As a result, managers are unable to identify how well the provision supports learners in their progression into further learning and work.
- Too few adult learners move on into accredited programmes when they complete their programme. A small minority of learners move on to the next level of study in English, mathematics, ICT, and ESOL qualifications at the end of the programme.
- The majority of adult learners do not demonstrate expected standards of work. Only a very small minority of learners develop expected or better standards of work. Learners in ICT quickly improve their standards of work to prepare them for their next level of programme.
- The proportion of apprentices who have completed their framework-based apprenticeships in the planned timescale is high. The proportion of apprentices who complete their programme has improved significantly over the last three years. Apprentices benefit from completing additional vocational qualifications during their programme. The majority of apprentices move on into the next level of programme. Most



apprentices remain in employment, acquire additional responsibilities and secure promotion at the end of their programme.

- Apprentices have a detailed understanding of the progress they are making on their programme. They understand what they have learned, what they do well and how they can improve. As a result, most apprentices demonstrate high standards of work in their on- and off-the-job training.

## Types of provision

### Adult learning programmes

### Inadequate

- There are currently 400 adult learners on accredited courses and 1,109 on non-accredited courses from entry level to level 2. Learners access a wide range of courses in venues across the city. The majority of programmes are linked to the council's strategic priorities, including supporting people back into employment. Learners attend courses that include a range of programmes in arts and crafts, health and social care, English, mathematics, ESOL, ICT and family learning.
- Managers and tutors do not have high enough expectations for adult learners. Most tutors do not accurately use learners' starting points to inform individual learning plans. They do not set learners sufficiently challenging targets to develop their skills. Tutors do not provide learners with the feedback they need to improve. The large majority of learners become over-reliant on direction from their tutors. The majority of learners do not make enough progress on their programmes.
- Leaders, managers and staff do not accurately monitor learners' progress, in particular on non-accredited programmes. Tutors do not set targets to ensure that learners improve their skills and knowledge during their programme. They do not review learners' progress frequently enough. The majority of adult learners do not make progress to the level of which they are capable.
- Too often tutors prepare tasks that most learners have previously completed. Learners who are more able finish these tasks quickly, while others struggle. The majority of learners do not make expected progress on their programme.
- Tutors do not promote the importance of regular attendance to learners well enough. Managers and tutors often cancel sessions where there is staff sickness, or schools and partners do not provide suitable venues. As a result, the majority of adult learners do not attend their programmes frequently enough. Managers and partners cancelled a third of adult learning sessions during the week of inspection.
- In a very small minority of sessions teachers use their subject expertise well to ensure that learners make good progress. Tutors plan sessions and resources well in these sessions. Learners benefit from the high-quality resources that tutors provide. Learners and their children use Lego electronic brain resources to build robots. They improve their understanding of building and programming robots through attending family learning sessions. As a result, parents and children improve their confidence. A very small minority of learners move on into community learning and accredited programmes.
- Most learners who attend their sessions regularly are motivated and value their learning



on accredited programmes. A small minority of adult learners make good progress on their programmes. Learners in psychology sessions undertake valuable research into theories of child development. Learners use the knowledge they have learned to share their findings with other group members. They improve their confidence by taking part in group discussions.

- Learning engagement officers provide good information and support to adult learners in the community. Learners have a good understanding of safeguarding and their rights and responsibilities as learners. As a result, learners feel safe.

## **Apprenticeships**

**Good**

- Currently there are 103 apprentices in learning. Approximately one third are aged 16 to 18. The large majority of apprentices are on level 2 and level 3, with a minority on level 4 apprenticeship programmes. Most apprentices follow programmes in business administration and management, and sport, leisure and recreation. Almost all apprentices are on framework-based apprenticeships.
- Apprentices quickly develop the skills and knowledge they need for their job roles on their programme. Apprentices demonstrate the skills they have learned in their everyday job tasks. Apprentices in business administration quickly learn to use software to set up meetings for large groups of managers. Apprentices on level 4 management programmes develop their understanding of how to improve their management of teams. Employers identify clearly the benefits that apprentices bring to their teams and the workplace.
- Apprentices benefit from the support they receive from their tutor-assessors. Tutor-assessors provide helpful feedback to apprentices on their practical and written work. They have high expectations of apprentices and the standards of their written work. They provide frequent feedback to apprentices on how to improve their standards of written work. Apprentices on level 2 activity leadership and level 4 management programmes produce work of a particularly high standard.
- Tutor-assessors carefully use the information they have on apprentices' starting points to match them to the right level of programme. Managers and tutor-assessors provide apprentices with good support that enables them to access careers education, information, advice and guidance. The majority of apprentices move on into the next level of apprenticeship programme when they complete their studies.
- Most apprentices improve their English, mathematics and ICT skills as a result of their programme. Tutor-assessors successfully track the progress apprentices make on their English and mathematics through re-testing their skills at the end of their programme. Apprentices on level 3 business administration improve their mathematics skills through the financial skills they develop at work. Tutor-assessors plan time for a minority of apprentices to proofread their written work during off-the-job training. Apprentices benefit from the time to review their written work. As a result, apprentices improve their written English skills.
- Most managers and tutor-assessors successfully track and monitor the progress that apprentices make on their programme. The large majority of line managers attend the reviews of apprentices' progress. They are able to identify the progress that apprentices make through on-and-off-the-job training.

- Most apprentices benefit from taking additional qualifications relevant to their job roles. Sports, leisure and recreation apprentices working with Stoke City Football Club complete a level 2 Football Association coaching qualification. They improve their understanding of disability sports through the completion of coaching awards in boccia and goal ball. As a result, most apprentices remain in employment, and a minority secure promotion and additional responsibilities.
- Apprentices have a good understanding of how to stay safe in their daily lives and when at work. Management apprentices have a detailed understanding of their roles in keeping others safe in the workplace. They demonstrate how they have used their understanding to make referrals when undertaking work-related visits. Activity leadership apprentices demonstrate how they would identify young people at risk when working in schools and in the community. They have a good understanding of making referrals to ensure that the young people they are working with stay safe.
- Most apprentices have a good understanding of the risks posed to them from extremism and radicalisation. Apprentices demonstrate a good understanding of the risks posed to them, both in the workplace and in their local communities.
- A minority of tutor-assessors do not sufficiently extend apprentices' skills and knowledge through their off-the-job training sessions. They do not provide apprentices with helpful feedback to improve their skills above the standard required for the completion of the units of their qualification.
- A minority of line managers of level 4 management apprentices do not attend reviews frequently enough. They do not support apprentices to make progress at the level of which they are capable. The majority of apprentices are making expected or better progress on their programme.
- The large majority of apprentices do not have a good enough understanding of cultural diversity or equality of opportunity relevant to their job roles. Apprentices undertake a course for these subjects at the start of their programme. Almost all apprentices do not view these as topics relevant to their job roles.

## Provider details

Unique reference number	54636
Type of provider	Local Authority
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	2,384
Principal/CEO	Julie Obada
Telephone number	01782 235797
Website	<a href="http://www.stoke.gov.uk/info/20027/adult_education">www.stoke.gov.uk/info/20027/adult_education</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	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	6	554	–	49	–	–	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	19	17	5	42	–			20
Number of traineeships	16–19		19+		Total			
	2		1		3			
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:	Landau Limited Changes Health and Wellbeing Kreative Foundations Turning Corners							

## Information about this inspection

The inspection team was assisted by the head of service, 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

Andrea Dill-Russell, lead inspector	Her Majesty's Inspector
Maxine Mayer	Ofsted Inspector
Maureen Deary	Ofsted Inspector
Margaret Garai	Ofsted Inspector
Chris Pemberton	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](http://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](mailto: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](http://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](http://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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.gov.uk/ofsted](http://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  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019