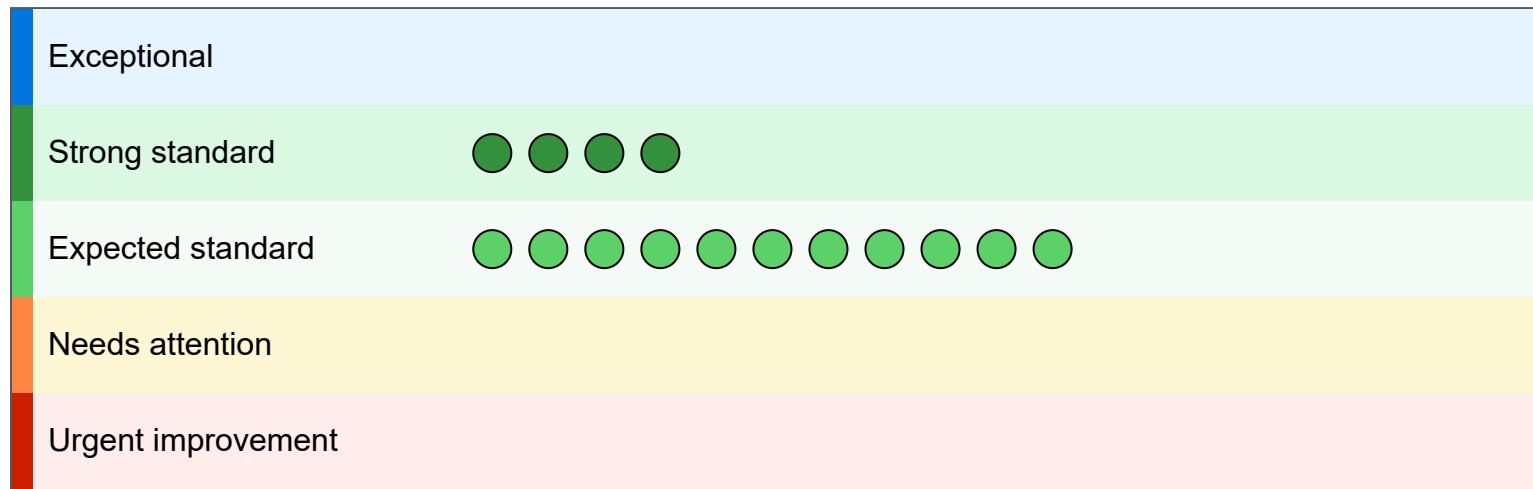


Capel Manor College

Address: Bullsmoor Lane, Enfield, EN1 4RQ

Unique reference number (URN): 130438

Inspection report: 27 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

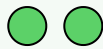
1. Inclusion, leadership and governance, and contribution to

meeting skills needs

Strong standard



Expected standard



Strong standard

Contribution to meeting skills needs

Strong standard 

Leaders engage extensively and purposefully with employers, civic partners and sector bodies to gain a detailed understanding of local, regional and national green skills priorities. They work collaboratively with the London Strategic Skills Provider Network and local skills improvement plan partners to ensure that the curriculum offer is highly responsive to London's green skills agenda. The college is widely recognised as a key institution for land-based and green skills education in London and the surrounding area.

Leaders use comprehensive labour market intelligence to plan the curriculum offer and content expertly. Employers and stakeholders co-design the curriculums and contribute directly to teaching through live projects and work-based assignments. Consequently, learners and apprentices develop up-to-date technical skills, professional behaviours and sector-specific knowledge that align closely with current and emerging workforce needs. For example, horticulture and animal management curriculums reflect advances in sustainability and conservation technologies. Apprenticeships are designed collaboratively with employers, ensuring effective alignment between on- and off-the-job training.

Leaders have well-established partnerships with major employers, community organisations and sector bodies. This provides high-quality work placements, apprenticeships and progression routes for their learners and apprentices. Learners and apprentices readily apply their skills in settings that are often world-class and frequently gain employment in the green economy.

Expected standard

Inclusion

Expected standard 

Leaders have established an inclusive culture across the college that notably enhances the lives and learning experiences of learners and apprentices. They provide staff with extensive training to enable them to identify and support learners and apprentices with any additional support needs. Staff adapt their teaching, assessment and support appropriately to meet individuals' needs. They implement a broad range of academic, pastoral and welfare interventions, including counselling, effectively. Learners who need support succeed at the college and typically make good progress.

Leaders work closely with external stakeholders to widen participation for learners and apprentices from disadvantaged backgrounds. They collaborate effectively with local authorities to meet the growing demand for specialist land-based provision for learners with special educational needs and/or disabilities, including those with high needs. They work with experts and other professionals to ensure learners have access to high-quality teaching, resources and support.

Learners and apprentices receive timely support that helps them become independent. Staff track their progress carefully and plan frequent reviews and pastoral check-ins. Staff use data competently to adjust the support, ensuring it increases or reduces as learners develop their confidence. Learners with additional support needs engage well with their studies, stay in education and complete their courses.

Leadership and governance

Expected standard 

Senior leaders and governors have a clear and accurate understanding of their strengths and areas for development. They use rigorous performance monitoring systems and evidence-based information effectively to evaluate the quality of their provision. This includes comprehensive information on key measures, including learners' attendance, progress, achievement and the quality of teaching. Leaders act promptly when improvements are needed and provide targeted support and specialist training. Through decisive leadership during a period of significant organisational change, leaders have secured sustained improvement across the provision.

Leaders are ambitious for learners and apprentices, including those from disadvantaged backgrounds. They set high expectations for staff and learners and invest significantly in developing high-quality learning environments. Strong collaboration with employers and stakeholders ensures learners and apprentices benefit from current, innovative learning experiences, access to industry-standard facilities and specialist expertise, which enhances their learning and raises aspirations.

Governors provide valuable support and rigorous challenge. They have extensive industry knowledge and receive comprehensive, data-rich reports from senior leaders, including information on safeguarding and outcomes for disadvantaged learners. This enables governors to hold leaders to account, set clear priorities and ensure resources are used effectively to carry out improvements.

Leaders place a strong emphasis on staff training, wellbeing and workload. Staff report feeling valued and well supported through structured coaching, mentoring and leadership development programmes. Leaders monitor staff workloads carefully and provide access to wellbeing support, including an employee assistance programme. These actions have improved staff retention and strengthened the consistency and quality of leadership and teaching across the college.

2. Education programmes for young people

Expected standard



Expected standard ●

Achievement

Expected standard ●

Most young learners achieve their qualifications and make substantial progress from their starting points. Achievement on vocational programmes is generally high and has improved markedly across level 1 programmes.

Most young learners have very low GCSE English and mathematics grades when they join college. They gradually improve these grades over time. While progression from GCSE mathematics grade 3 to grade 4 is improving, it remains too low.

Learners generally develop their English, mathematics and digital skills well through practical tasks. Animal care learners develop mathematical and research skills through tasks such as calculating food portions and investigating the impact of climate change.

Young learners improve their confidence as they gain new knowledge and skills through well-organised and meaningful work placements in their chosen subjects. For example, animal care learners confidently handle a range of animals, and floristry learners produce professional-standard hand-tied bouquets. Most young learners progress to positive destinations.

Curriculum and teaching

Expected standard ●

Leaders and teachers plan and sequence the curriculums well. Curriculum content reflects current industry practice through well-established partnerships with globally recognised organisations, such as the Royal Horticultural Society and the Chelsea Flower Show. Teachers provide structured opportunities for learners to apply their learning. For example, floristry learners undertake work experience ahead of Valentine's Day to practise their skills in busy commercial settings that reflect real working conditions.

Teaching is typically effective. Teachers draw confidently on their vocational expertise to plan engaging activities and challenge learners. They use starter activities skilfully to engage learners, reinforce prior learning and help learners recall key knowledge. In dog grooming, teachers use practical demonstrations competently to model clicker training for teaching dogs different command. Consequently, young learners practise and apply new skills confidently.

Teachers generally check learners' understanding and progress well. Across the provision, teachers use targeted questioning and mini whiteboards efficiently to capture learners' responses, explore understanding and tackle misconceptions. Occasionally, teachers do not give learners sufficient time to consolidate new skills. In a few instances, teachers' feedback

to learners does not make clear the precise steps learners need to take to improve their work.

Learners have access to high-quality, industry-standard resources which make learning interesting. Horticulture learners work across a range of garden environments, while animal care learners handle a wide variety of domestic and exotic animals. Teachers use technical vocabulary accurately and consistently, enabling learners to understand and use subject-specific terms such as zoonotic and pathogenic confidently when discussing animal health.

Participation and development

Expected standard 

Leaders have created calm and inclusive learning environments in which young learners, including those from disadvantaged backgrounds, thrive and typically make good progress.

Across campuses, young learners demonstrate positive attitudes and behaviours. Most attend their lessons well and are punctual. Attendance is typically high across most sites. In a small number of subjects, where attendance is low, teachers understand the reasons well and tackle these sensitively.

Learners report that they feel safe at college and know how to report their concerns. Most learners understand appropriate and inappropriate behaviours, including healthy relationships and consent. However, learners' recall of topics such as radicalisation and fundamental British Values is not consistently strong.

Most young learners benefit from a wide range of enrichment activities. They enthusiastically take part in skills competitions, such as leather work, where learners proudly share saddlery items and flower shows, exhibiting innovative floral designs and arrangements. Young learners also take part in community projects and volunteering events.

Young learners complete work-related learning activities and work placements to enhance their understanding of their chosen sectors. They receive helpful information on different progression routes and careers. They gather helpful information from expert speakers, visits to relevant employers and industry events, such as Crufts.

3. Adult learning programmes

Strong standard



Strong standard 

Achievement

Strong standard 

Adult learners, including those with special educational needs and/or disabilities and other barriers to learning, make substantial progress from their starting points. Achievement is

consistently high across the provision.

Learners develop substantial new knowledge, skills and professional behaviours that are highly valued in the green skills industries. They recall knowledge accurately and demonstrate increasingly sophisticated technical skills in the outdoor environmental work that they do. For example, in horticulture, learners double dig competently to make sure soil is aerated appropriately for healthier roots and stronger plants.

Learners apply English, mathematics and digital skills confidently in professional and technical contexts. They use geometric principles of ratios and proportions accurately to design garden layouts.

Learners consistently produce high-quality written and practical work which reflects their increasing competence and confidence. They take pride in their work and have high aspirations for their futures. Most adult learners progress to employment, self-employment or further education.

Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious, highly purposeful adult curriculum offer that is distinctly focused on retraining and upskilling adults, many of whom are returning to education or changing careers. Leaders actively collaborate with employers and industry specialists and successfully incorporate contemporary methods and workplace practices in all the subjects they teach. This gives learners a greater awareness of industry developments and widens their professional understanding.

Teachers use their extensive industry experience expertly to provide learners with excellent teaching, training and assessment. They teach consistently well-sequenced curriculums, enabling learners to move confidently from basic theoretical principles to increasingly complex practical application. For example, garden design learners develop core skills in soil preparation, lawn care and planting before progressing to more advanced landscape design concepts. In floristry, learners build technical competence through structured wiring activities before progressing to complex bridal and professional display work.

Teachers adapt their teaching seamlessly to meet learners' individual needs, supporting them to achieve their personal goals. They help learners develop technical vocabulary and practise using subject-specific language. Learners gain confidence in using increasingly complex terminology, such as Latin plant names and soil classifications. This prepares them effectively for employment and further study.

Teachers provide learners with developmental feedback on their work and progress. In practical activities, teachers give clear instructions that help learners produce high-quality garden designs and professional floristry displays that meet industry expectations. This creates a supportive learning environment where adult learners feel confident to take risks and produce work that consistently reflects industry standards.

Participation and development

Strong standard 

Adult learners thrive in a safe, respectful and highly inclusive learning environment. They feel valued and contribute confidently to learning activities and discussions. Learners work enthusiastically with others from diverse backgrounds and cultures, demonstrating a secure understanding of equality, protected characteristics and mutual respect.

Across adult provision, attendance and punctuality are consistently high. Leaders set high expectations for participation and behaviour. They implement effective strategies, including early interventions, individualised targets and additional support, which help learners maintain high levels of participation alongside demanding work and family commitments.

Adult learners demonstrate high standards of behaviour, professionalism and collaboration. They take pride in their work and show strong work ethics. Many participate in wider opportunities such as external talks, projects, volunteering and competitions, which extends their vocational interests and personal talents.

Learners successfully develop their English, mathematical and digital skills well through technical and practical tasks. They use these skills confidently in professional contexts. They swiftly develop confidence through their training and prepare well for their next steps.

Learners receive effective careers advice and guidance which is tailored well to their individual needs and personal targets. Most adult learners, including those on Skills Bootcamps, gain employment or progress to higher level qualifications.

4. Apprenticeships

Expected standard



Expected standard

Achievement

Expected standard 

Apprentices largely make substantial progress. They quickly develop the knowledge, skills and professional behaviours essential for their roles. For example, zookeeper and aquarist apprentices understand the importance of diet and animal behaviours in maintaining animal welfare. They explain how animals, such as sealions and elephants, require a range of enrichment activities, including foraging, to remain healthy and stimulated.

Most apprentices, including those from disadvantaged backgrounds, achieve their qualifications. Achievement rates have improved since the previous inspection and are particularly high on the zookeeper and aquarist apprenticeship, where a high proportion of apprentices achieve distinctions in their final assessments.

Apprentices develop appropriate English and mathematics skills well in the context of their subject. The small cohort of apprentices who need these qualifications, achieve them.

Apprentices' work is typically at the expected standard and, in some instances, is of a high standard. Most apprentices sustain employment and gain additional responsibility at work.

Curriculum and teaching

Expected standard 

Leaders provide apprentices with ambitious curriculums that are aligned well to the skills employers need. Apprentices complete industry-informed, challenging research projects on animal welfare, innovative enclosure design and specialised horticulture practices. Staff plan and sequence curriculums logically so that apprentices build knowledge and skills in a coherent way and can apply these effectively in the workplace. In horticulture, teachers structure learning carefully around seasons.

Teachers have strong subject knowledge and expertise, which underpins effective teaching and assessment. In online lessons about zoonotic diseases, teachers explain new concepts clearly and use precise technical language. This supports apprentices to learn and deepen their understanding of the differences between pathogens and parasites.

In practical sessions, teachers use demonstrations adeptly to show apprentices how to use specialist equipment, such as strikers and dobbers when planting cuttings. Apprentices get sufficient time to practise and refine these techniques. Teachers use a range of assessment activities to check apprentices' understanding. They use word clouds and visual resources to assess apprentices' ability to identify plants and pests, and to tackle misconceptions promptly.

Employers support apprentices well to practise and apply their skills in the workplace. They ensure apprentices have access to appropriate machinery, such as leaf blowers, trimmers and hedge cutters, enabling them to reinforce their off-the-job learning.

A small minority of apprentices, including a few on horticulture level 3 apprenticeships, have experienced disruption to their teaching due to staffing problems. They are less prepared and aware of what to expect in their final assessments than their peers.

Participation and development

Expected standard 

Apprentices have positive attitudes to their learning and work. Attendance is high across training and in the workplace. Apprentices develop wider professional skills and behaviours that employers value. For example, horticulture apprentices take ownership of their work and develop effective teamworking skills. They volunteer in local plant nurseries and community settings. Employers report that apprentices who were initially shy grow in confidence as they progress.

Apprentices receive comprehensive careers guidance through the curriculum. They frequently hear from external speakers, such as topiary and garden design experts and animal technicians. Apprentices take part in different enrichment activities, including visits to horticultural shows and zoological settings, which broaden their understanding of progression routes.

Apprentices study and work in safe, positive environments. They report that bullying and harassment are rare and know how to raise concerns. Apprentices have a thorough understanding of the importance of health and safety in their job roles and apply this consistently in practice.

Apprentices typically demonstrate a sound understanding of wider topics, such as dangers of radicalisation and extremism and British values. Teachers support apprentices well to understand how legislation and respect for diversity apply in their work with animals and when dealing with public.

5. Provision for learners with high needs

Expected standard



Expected standard ●

Achievement

Expected standard ●

Learners with high needs typically make considerable progress and achieve their education, health and care plan targets. Most achieve their qualifications and progress to higher level courses or employment.

Learners develop significant new knowledge, skills and behaviours essential for future success. For example, animal care learners apply their knowledge of safe animal-handling and infection-control techniques effectively in practical activities.

In addition to vocational knowledge, learners develop their English, mathematics and digital skills well. They quickly develop confidence and gain independence as they progress through their courses.

Staff track learners' progress effectively through frequent reviews and adjust the support as learners' needs change. They implement targeted interventions that involve learners, parents and wellbeing teams, helping learners to make expected progress.

The quality of learners' work is typically appropriate for the level and stage of their programmes. Learners show pride in their work and increasingly apply their learning confidently in realistic contexts.

Curriculum and teaching

Expected standard ●

Since the previous inspection, leaders have strengthened the curriculum offer for learners with high needs. The curriculums firmly focus on developing independence, life skills and

employability. Leaders have designed clear pathways that enable learners to access an ambitious curriculum aligned to their aspirations and progression goals.

Leaders have taken effective action to improve the quality of teaching through rigorous monitoring and targeted staff training. Teachers benefit from extensive training in adaptive teaching and specialist strategies to support learners with high needs. They work closely with external specialists and support staff to individualise courses and tailor learning activities. Learners participate fully in lessons and develop new skills, including English, mathematics and digital skills.

Teachers typically plan and sequence curriculums logically and adapt teaching appropriately to individual needs. They use suitable strategies, such as modelling, simple instructions and chunking skilfully to teach. They link theory clearly with vocational context, helping learners to deepen their understanding and apply knowledge in practice.

Most teachers provide developmental feedback which helps learners understand how to improve. In English, learners' work shows increasing accuracy and fluency over time. At the Gunnersbury campus, these approaches are not applied consistently. Consequently, a small number of learners with high needs do not make the expected progress.

Learning support assistants work effectively with teachers to promote learners' independence in line with learners' education, health and care plan targets. Staff reduce support appropriately as learners gain confidence, enabling them to communicate and work more independently, including during group practical activities and professional interactions.

Participation and development

Expected standard 

Learners with high needs participate fully in their studies and wider college life. They greatly benefit from the green spaces and sensory resources on the campuses to self-regulate their behaviour and engage well with their learning.

Leaders provide learners with a range of enrichment activities that support their wider development and progress towards education, health and care plan outcomes. Learners value opportunities such as themed social groups, music clubs and community fundraising projects, which help them to develop confidence, social skills and resilience. These activities enable learners to relax, develop friendships and explore new interests.

Staff, including teachers and learning support tutors, support learners skilfully to develop an understanding of wider themes. Learners feel safe and generally know about online and personal safety, British values, the dangers of radicalisation and healthy relationships. They understand well the importance of professional behaviours, such as punctuality and attendance and their link to employment. Attendance is high across the provision.

Staff provide appropriate careers advice and guidance which is well embedded in curriculums. Most learners with high needs benefit from meaningful work-related learning and careers activities. For example, learners on animal care programmes broaden their understanding of potential progression routes through structured external work placements.

What it's like to be a learner and/or an apprentice at this provider

Learners and apprentices are incredibly proud to be part of the college community. They choose the college because of its strong reputation in the land-based and green skills sectors.

Learners and apprentices, including those with barriers to learning, thrive in calm and inclusive learning environments. They enjoy learning from industry-specialist teachers in surroundings that closely mirror workplace settings.

Young learners enjoy studying in vibrant and immersive learning environments. They particularly celebrate the fact that their classrooms extend into green spaces, working farms, award winning gardens and purpose-built animal enclosures. This enables young learners to apply knowledge in realistic settings that mirror professional practice in the workplace. Staff use these facilities efficiently to reinforce safety, responsibility and respect, helping learners grow in confidence, resilience and independence. Young learners typically show high levels of motivation and curiosity as they develop practical, technical and employability skills through hands-on experiences. They particularly enjoy meaningful work experience and enrichment activities. These broaden their understanding of industry issues, including animal welfare, conservation and sustainability and prepares them well for their next steps.

Adult learners from a wide range of backgrounds feel greatly valued and included in the college community. They benefit from consistently high-quality teaching and well-tailored support from knowledgeable staff, which helps them overcome significant barriers to learning. Adult learners, including those returning to education after a long break, achieve highly ambitious goals and personal targets. They gain qualifications and build confidence to access challenging opportunities. Often, they act as positive role models and mentors to their younger peers.

Apprentices speak very positively about their experiences at work and in training. They develop new theoretical knowledge, technical skills and practical competencies that help them succeed in their job roles. Apprentices on zookeeper and aquarist programmes enjoy working in zoos and animal parks. They talk confidently about their learning in areas such as zoology, animal welfare, anatomy and physiology. They particularly value research modules that link on- and off-the-job training effectively and enable them to design meaningful enrichment activities for animals in their care. Apprentices benefit from well-judged adjustments that help them overcome barriers and succeed. They typically make notable contributions to their workplace and improve their performance. This is positively recognised and valued by their employers.

Learners with high needs succeed in the supportive and inclusive culture at the college. They benefit from calm environments and well-planned support that helps them participate fully in their learning and work settings. They actively take part in extra-curricular activities, including skills competitions and field trips to Royal gardens, local farms and zoos. Staff skilfully embed specialists programmes across the curriculum to provide structured opportunities for learners to develop resilience and interpersonal skills. Consequently, learners with high needs typically make good progress and rapidly develop essential practical, academic and social skills, alongside emotional resilience. They progress confidently towards their education, health and care plan outcomes and next steps.

In a few subjects, such as GCSE mathematics, and on apprenticeships in arboriculture, learners and apprentices do not yet have consistently high-quality teaching. In a small number of instances, the learning experience of young learners and those with high needs at the Gunnersbury campus is not consistently high quality. Leaders have taken suitable action to resolve this. However, it is too early to see positive impact of these actions on learners' and apprentices' learning experience and progress.

Next steps

- Leaders should continue to provide training for teachers to ensure they improve their teaching and training skills, to achieve consistently high-quality teaching and training and support across all types of provision.
 - Leaders should improve the attendance and punctuality of young learners in GCSE English and mathematics lessons.
 - Leaders should focus on improving the progress that young learners studying GCSE mathematics make from their starting points, so that these learners achieve at least grade 4 or another grade higher.
 - Leaders should ensure that those apprentices who have experienced disruption to their learning receive the right teaching support to achieve their apprenticeship.
-

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior leaders, governors, leaders, managers, teachers, staff, employers, learners, apprentices, parents and other key stakeholders during the inspection.

Information about this provider:

Capel Manor College is a specialist land-based college situated on 5 sites across London. The largest site is in Enfield, with other campuses in Regent's Park, Crystal Palace, Mottingham and Gunnersbury Park. The college offers qualifications from entry level to level 6 across wide range of land-based subjects, including animal management, horticulture, floristry, garden design, environmental conservation and countryside management. Most teaching and training takes place in person, across the 5 campuses. However, a small number of apprenticeships and adult courses are taught online.

At the time of the inspection, there were 957 learners aged 16 to 18 years on study programmes and 1,380 adult learners study part-time and full-time courses. There were 156 apprentices on apprenticeships at levels 2, 3 and 4, with more than half studying horticulture. Most apprentices were aged over 19. There were 224 learners in receipt of high needs funding. There were more than half of all learners and apprentices with special educational needs and/or disabilities.

The College serves learners from 32 local authorities and has one of the highest diversity ratios of land-based providers nationally. A high proportion of learners are from disadvantaged backgrounds, including two thirds of those aged 16 to 18, and just over half of adult learners coming from the most deprived areas of the country. Most learners have very low prior attainment in English and mathematics when they join the college.

Principal and Chief Executive Officer: Peter Brammall

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Victoria Copp-Crawley, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

Number of learners

Total learners

2,717

Education programmes for young people

957

Adult learning programmes

1,380

Apprenticeships

156

Provision for learners with high needs

224

Percentage of learning aims successfully achieved

Education programmes for young people

Year	This provider	National average	Compared with national average
2023/24	82	83	Close to average
2022/23	82	81	Close to average
2021/22	70	81	Close to average

Adult learning programmes

Year	This provider	National average	Compared with national average
2023/24	93	87	Close to average
2022/23	92	87	Close to average
2021/22	81	86	Close to average

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	65	61	Close to average
2022/23	64	55	Close to average
2021/22	76	53	Above

Apprenticeships pass rate

Year	This provider	National average
2023/24	92	98
2022/23	90	97
2021/22	100	98

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects

and regulates services that care for children and young people.

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