

Claverham Community College

Inspection report

Unique reference number: 50112

Name of lead inspector: Diana Pinkney HMI

Last day of inspection: 12 February 2010

Type of provider: External Institute

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Information about Claverham Community College

1. Claverham Community College comprises a comprehensive school, a youth club, a workplace nursery, an adult education department and a sports centre. It is a specialist sports college and training school, and head partner for Hastings and Rother school-centred initial teacher training.
2. Claverham Community Education Department (CCED) delivers adult provision in nine subject areas. Classes take place at Claverham Community College and two community venues. CCED has a contract with the Sussex Learning and Skills Council (LSC) for the provision of learning for qualifications and family learning. All the provision for social and personal development is subcontracted to CCED. Approximately 52% of CCED's provision is government funded.
3. Currently, courses where the main aim is a qualification are provided in three subject areas with 218 learners. Most are on programmes in languages, literature and culture. Courses for social and personal development are provided in seven subject areas, with 387 learners, most of whom are on arts, media and publishing programmes. Approximately 4% of learners are from minority ethnic backgrounds and 70% are women. Most learners are aged 19 or over.
4. The population of Rother is around 86,400. Approximately 5% of the population are from minority ethnic groups compared to 9% nationally. In the wider area of Hastings and Rother, approximately 8% of the population are unemployed compared to 7% nationally. About 62% of residents in Hastings and Rother hold a qualification at level 2 or equivalent compared to 69% in the south east and 65% nationally.
5. Claverham Community College provides training on behalf of:
 - Sussex Coast College

Type of provision	Number of learners in 2008/09
Adult learner provision:	
Learning for qualifications	256 part-time learners
Learning for social and personal development	820 part-time learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Learning for qualifications	
	Grade
Languages, literature and culture	2
Learning for social and personal development	
	Grade
Arts, media and publishing	3

Overall effectiveness

6. Most learners who start a course with the aim of obtaining a qualification achieve it. On social and personal development programmes, the proportion of learners who complete their courses has declined over the previous three years. However, most of those who complete achieve their learning goals. Across the programmes learners from different groups by gender, ethnic origin, disability and age generally achieve equally well. Many learners make good progress. They enjoy their learning and gain increased confidence in the skills they develop. The standard of their work in classes is high. Some learners use the skills they develop for their jobs or to go on to further training.
7. Most lessons are planned and taught well, with a good range of interesting activities that meet the needs of individual learners. In most classes, learners are fully involved in their learning activities. However, individual learning plans are not used enough in social and personal development courses to identify and record learners' progress and achievements.

8. Current learners' needs and interests are mostly met by the programmes provided, although the range of courses is small in most subject areas. CCED has not yet developed continued partnerships with other community organisations and groups. Learners are supported well and receive good care, advice and guidance.
9. Managers provide clear leadership for improvement but CCED does not have subject staff to lead developments in the main programme areas. The management of the programmes is good, although targets set for improvement are not always achieved. Learner enrolments have significantly reduced since 2006/07. Safeguarding arrangements meet government requirements and learners feel safe. Managers and staff promote equality and diversity effectively. Quality improvement arrangements are mainly satisfactory and good improvements have been made to the quality of teaching.

Main findings

- In courses leading to qualifications, success rates are high. In science and mathematics, and health, public services and care courses, success rates have risen steadily over the past three years. In languages, literature and culture courses, success rates declined in the previous year but were above the national average. Outcomes for learners on social and personal development courses are satisfactory overall.
- The proportion of learners who complete their social and personal development courses has reduced each year since 2006/07. CCED has put measures in place to address this decline and retention has improved in the current year. Retention of learners on courses leading to qualifications is satisfactory.
- Learners develop good technical skills in most classes. They gain increased confidence in their abilities to use new skills effectively. The standards of learners' work are high. Some learners develop useful skills for employment or for further training.
- Learners enjoy their classes and many make good progress. Most learners who complete their courses achieve their learning goals.
- Tutors are enthusiastic and use their subject knowledge effectively in their teaching. Learners participate well. Teaching and learning are good. Most tutors plan their lessons well with a good range of stimulating activities that meet the needs of individual learners. However, in a minority of courses, the quality of lesson planning is not sufficiently developed.
- Tutors do not use individual learning plans sufficiently well on social and personal development courses to recognise and record learners' progress and achievement. The plans are only used at the beginning and end of courses, and are not verified. Learners receive frequent feedback on their progress from their tutors but this is not usually recorded.
- Current learners' needs and interests are mainly met by the programmes provided, although the range of courses provided is narrow in most programme

areas. However, in modern foreign languages a good range of language classes are available at different levels, with opportunities for progression.

- CCED has an established relationship with its college partner. However, it has not sufficiently developed sustained partnerships with other organisations and groups in the community, or engaged with employers.
- Learners are well supported. They receive good individual support and care from their tutors. Learners receive timely information and appropriate guidance to enable them to choose the course best suited to their requirements. The CCED staff team are very helpful to learners.
- The programme arrangements are well managed by CCED; however, the service lacks curriculum leadership, particularly to develop the main subject areas.
- Managers provide clear leadership for improvement. Data are used effectively to plan and monitor the programmes. However, managers do not always set sufficiently ambitious targets for improvement and development, and some targets are not achieved.
- The self-assessment process and report are satisfactory. Managers and tutors have made good improvements to the quality of teaching and learning. However, some aspects of quality improvement are not sufficiently developed, particularly the monitoring of lesson plans, the use and verification of individual learning plans and opportunities for tutors to share good practice.

What does CCED need to do to improve further?

- Increase the number of learners, and continue to improve retention rates in social and personal development courses.
- Develop capacity for curriculum leadership and to share good practice.
- Improve the use and quality of individual learning plans in social and personal development provision, to recognise and record learners' goals, progress and achievement during their courses.
- Improve quality arrangements to ensure consistently high quality lesson planning and establish a process to verify the rigour of individual learning plans.
- Develop effective target setting for improvement to support service priorities and implementation of strategic planning.
- Identify local needs for adult learning and develop sustainable community partnerships to widen opportunities for participation, and support social cohesion.

Summary of the views of users as confirmed by inspectors

What learners like:

- the relaxed and enjoyable atmosphere for learning
- the development of their confidence

- the learning of new skills
- the tutors' encouragement, support and patience
- the variety and challenge provided by tutors
- the interactive and practical teaching
- using skills learnt for other creative arts
- feeling safe when attending their classes.

What learners would like to see improved:

- the geographical range and number of venues for classes
- the opportunity to progress to higher-level courses in fine art
- the range of listening material and opportunities for conversation in Russian
- the facilities for silversmithing
- the uncomfortable seating and lack of tables in British sign language classes
- the lack of security about whether classes will run at the start of term
- the recruitment of more people onto courses.

Main inspection findings

Capacity to make and sustain improvement

Grade 3

10. Managers provide clear leadership for improvement. However, the targets they set are not always sufficiently ambitious or achieved. Operational management of the provision is good, but lacks curriculum leadership. Outcomes for learners are satisfactory overall and good for learners on courses leading to qualifications. Learner enrolments have significantly reduced since 2006/07. Retention rates have declined in social and personal development courses each year over the same period but with some current improvement. Development plans to establish sustained provision and partnership working in the community have not yet been achieved.
11. The self-assessment process is inclusive of all stakeholders. It is evaluative and identifies most of the main strengths and areas for improvement. Managers have further improved the observation of teaching and learning, identified as a strength at the previous inspection. The proportion of good teaching has increased, but tutors do not have enough opportunities to share good practice. Tutors' use of individual learning plans is insufficiently effective on most social and personal development courses.

Outcomes for learners

Grade 3

12. Overall success rates on courses leading to a qualification are high at 81%. In health, public services and care, and science and mathematics, success rates have risen steadily over the previous three years. In languages, literature and culture, success rates declined in 2008/09 but remained above the national average. CCED's data on success rates for social and personal development courses indicate that these are satisfactory but have declined overall by two percentage points in each of the previous three years. In 2008/09 success rates for these courses varied between 60% and 100%.
13. Most learners who complete their courses attain their learning goals, and overall achievement is satisfactory. Retention in social and personal development courses has steadily declined over the previous three years, although it has improved in the current year. Attendance rates decreased in 2008/09 but are currently satisfactory. Learners from different groups generally achieve equally well.
14. Many learners make good progress. For example, in family learning, parents and children develop their use of computers well, and in mathematics, learners make purposeful progress in their understanding of new topics. The standard of most learners' work is high and is particularly good in music and silversmithing. Learners enjoy their learning and gain increased confidence in the skills they develop.

15. Learners acquire satisfactory social and employability skills. Learners in an information and communication technology (ICT) class use the skills they have learnt for their work. Learners use their modern foreign language skills in a variety of social settings. Many learners in the GCSE science and mathematics classes progress to teacher training.
16. Learners feel safe attending their classes. They are provided with appropriate safety information and an induction in which health and safety requirements are clearly explained. Learners use safe working practices in their classes.

The quality of provision

Grade 3

17. Tutors are skilled in the use of their professional knowledge and experience to teach adult learners. Much of the teaching is good or better. Tutors are enthusiastic. They motivate learners well and use humour appropriately to increase learners' enjoyment of their classes. Learners participate well. Most teaching is carefully planned with a variety of stimulating activities to maintain learners' interest. Activities in most classes are differentiated to meet the needs of individual learners. In less effective sessions, planning and reinforcement of learning are not sufficiently thorough. The promotion of equality and recognition of diversity in teaching and learning materials is satisfactory. Computers are available in all on-site classrooms and some classrooms have interactive whiteboards. Technology is used well in relevant sessions but is insufficiently used in language teaching. All tutors of courses leading to qualifications, and most social and personal development tutors, are appropriately qualified.
18. On most social and personal development courses, learners are usually aware that they have made progress, but are not always clear about the standard of their work. Tutors do not use individual learning plans sufficiently to recognise and record learners' progress and achievements during their course. The plans are only completed at the start and end of courses. Some tutors maintain a weekly record, but this is often just a checklist of outcomes for the group as a whole. Tutors provide learners with frequent and helpful feedback on their work, but rarely record this. On most qualifications courses, tutors make effective use of individual learning plans, feedback and assessment. The use of initial assessment is generally satisfactory across the provision.
19. The programmes satisfactorily meet the needs and interests of learners. Managers consult tutors and learners about future programmes. Records are kept of enquiries for courses that are not currently offered to inform development planning. The range and levels of languages offered is good, but provision in arts, media and publishing is narrow. Most current courses take place at the college, or a nearby satellite centre.
20. CCED has a well-established relationship with its lead college partner. However, it has not yet sufficiently developed sustained partnerships with other community organisations and groups. CCED has little engagement with local employers.

21. Learners are well supported. They receive good information and guidance to enable them to choose the correct course. Learners have the opportunity to discuss a course with the tutor prior to enrolment. Learners receive very helpful support from CCED's staff team. CCED has appropriate systems to support disabled learners. It has suitable adaptive technology for use in ICT sessions. Volunteers effectively enable disabled learners to benefit from classes.

Leadership and management

Grade 3

22. Managers provide a clear direction for improvement. They provide good support to tutors and staff, with effective communications, and manage programme arrangements well. Standards of teaching have been raised effectively. However, the service lacks curriculum leadership, particularly in the main areas of provision. The number of enrolments has reduced significantly in the previous three years. A range of initiatives to expand provision in the community have been carried out but these have not led to sustained development. Generally data are used well to plan and monitor programmes, but target setting is not always sufficiently effective. In the previous year, targets to increase overall retention and success rates were not met and both declined.
23. Governors provide suitable leadership, direction and challenge. They receive and monitor information on the quality of provision and outcomes for learners. A subcommittee for adult education is well established and more recently, a link governor for adult education has been appointed.
24. CCED has effective arrangements in place to promote the safeguarding of learners and is meeting government requirements. A suitable policy for guidance is in place with clear reporting procedures to a designated officer. All tutors, managers and staff receive basic awareness training and are provided with relevant materials for reference. Criminal Record Bureau (CRB) checks, and List 99 checks for those employed before 2002, are carried out. Records of these checks are held centrally by CCED. Volunteers are appropriately supervised. CCED is preparing to implement the Independent Safeguarding Authority vetting and barring requirements fully. Thorough health and safety risk assessments are carried out for sites used. However, a few risk assessments for classes are insufficiently comprehensive.
25. CCED promotes equality and diversity effectively. It has a current equality policy which suitably links to equalities legislation. The harassment policy is implemented and provides clear information to learners and staff on the relevant procedures. Promotion of equality and diversity is an integral part of learner and tutor induction and relevant information is included in the student charter and tutor handbook. However, tutors have not received recent training relating to equality and diversity. All areas of the college and the satellite centre currently used are accessible for those with restricted mobility. CCED rearranges the location of classes if necessary to make them more accessible. Achievement and retention data are monitored termly for different groups of learners by

gender, ethnicity, disability and age. Retention of males, minority ethnic learners and those aged 34 to 44 are lower in some programme areas. CCED does not monitor comparative achievement for learners who receive additional support.

26. Engagement with learners to support and promote improvement is satisfactory. It is done formally through the careful analysis of learners' termly or course evaluations. Learners are also encouraged to inform CCED of any issues or ideas for improvement, and staff respond promptly. A newsletter is provided to learners but attempts to establish a learner forum have not yet been successful.
27. The self-assessment process is inclusive of learners, tutors, staff, managers, governors and other providers. The report is evaluative, with clear action plans for the areas of improvements identified. Managers have made effective improvements to the observation of teaching and learning. The proportion of good teaching has increased. However, some aspects of quality improvement are underdeveloped. Tutors lack opportunities to share good practice. Managers do not sufficiently monitor the quality of schemes of work and lesson plans, or ensure that outcomes from individual learning plans are verified.
28. CCED uses its available resources efficiently and effectively to secure value for money. Good use is made of CCED's website to provide information, materials and resources for tutors and learners. Most learners finish their learning programmes with increased skills and/or qualifications. Courses are only run if there are sufficient numbers to sustain the provision. Staff performance review arrangements are satisfactory.

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: health, public services and care, science and mathematics.

Languages, literature and culture

Grade 2

Context

29. The current 164 learners are enrolled on accredited courses ranging from entry level to level 3, with most in classes at levels 1 and 2. Sixty-five learners are in classes for French, 48 in Italian, 20 in Spanish and 12 in Russian. Eleven are learning British sign language and eight are studying GCSE English. Most learners are aged over 40 and 67% are women. Four percent of learners are from a minority ethnic background. Five part-time tutors teach the courses.

Key findings

- Outcomes for learners are good. Success rates at 80% in 2008/09 are five percentage points above the national average. However, success rates have declined from a high level of 90% in 2007/08. Retention declined in 2008/09 but is above the national average. Learners' attendance and achievement are good. The standard of their work in classes is high.
- Learners across this area are very enthusiastic and enjoy their lessons. They work together constructively and supportively. The learning environment is supportive of learners' progress and achievement is good. Learners feel safe when they attend the classes.
- In modern foreign languages, learners develop practical skills which many use effectively for travel and leisure. They speak, read and pronounce accurately, and can engage well in conversation. Learners on British sign language courses make good progress in development of their skills and pass rates in the examinations are high. Learners studying for GCSE English develop the skills they need for work and, for most, the skills for further study.
- Most teaching is good and effectively maintains learners' interests through varied activities and an appropriate level of difficulty. Tutors use their expertise skilfully to support learners' progress through well-planned sessions. Learners at different stages of skills development in classes are provided with appropriate support by tutors. In the less effective sessions, learners do not have enough opportunities to practise their language skills.
- Assessment is good. Language learners are given opportunities to continue their study outside the classroom through set homework, and they receive prompt and clear feedback. GCSE English learners receive detailed written and oral feedback on their homework which helps them to improve.

- In most sessions, tutors set clear learning objectives, which are shared with learners and are monitored. All learners have individual learning plans to set targets with their tutors and to review their progress. However, tutors do not always use these plans effectively. In a minority of classes, planning and learning objectives are unclear and not sufficiently detailed.
- Teaching rooms are suitably equipped with audio and ICT resources. However, in modern foreign languages tutors do not plan the use of ICT into most of their lessons, restricting access to a variety of voices and authentic materials.
- The range of provision is satisfactory to meet learners' needs and interests. The range of courses is broad, with some classes offered at different times of day and opportunities for progression. However, current accreditation in modern foreign languages is for reading skills, which is not sufficiently relevant to learners' main needs and interests in the development of their speaking and listening skills.
- Support for learners is good overall. They receive good advice and guidance from staff at CCED and their tutors to help them achieve. However, in modern foreign languages, most learners do not receive enough support and advice about how to pursue their language learning independently.
- Leadership and management are satisfactory. Procedures are thorough and effectively support teaching and learning. The self-assessment report is satisfactory and recognises the need to improve internal verification for modern foreign languages. However, curriculum leadership is insufficient to monitor the provision effectively, promote further development, support tutor training and ensure that good practice in planning and in teaching is shared.
- The promotion of equality and diversity is satisfactory. Learners receive suitable information in their induction and the student handbook. The learning environment is inclusive and tutors support learners from different backgrounds well.

What does CCED need to do to improve further?

- Develop curriculum-specific leadership to identify, share and extend good practice, with provision of training for tutors.
- Make more use of ICT in modern foreign languages classes to extend the range of voices heard by learners.
- Ensure that accreditation opportunities in modern foreign languages reflect the interests of learners.
- Provide more advice to learners on how to pursue their language learning independently, including the use of internet resources.

Learning for social and personal development

Other social and community learning provision considered as part of the main findings but not separately graded: information and communication technology, retail and commercial enterprise, family learning.

Arts, media and publishing

Grade 3

Context

30. The service offers 18 courses in arts, media and publishing. Courses range from beginners to advanced and include visual arts, jewellery and silversmithing, pottery and music. Most classes are taught over 10 or 30 weeks and take place at the two main centres, and are mainly held in the evening. Of the 200 learners enrolled on programmes, 27% are male, 4% are from a minority ethnic background and 3% have a declared disability.

Key findings

- Most learners achieve their learning goals and achievement overall is satisfactory. In visual arts, learners significantly develop their observational drawing skills, and in crafts, learners make good progress with their technical skills. The standards of learners' work in music are high and are outstanding in silversmithing. Learners feel safe and use safe working practices in their classes.
- Learners enjoy their classes. They benefit from social interaction with their peers and develop increased confidence. Visual arts learners are inspired to see everyday objects in a new light and some are able to describe how they will be able to transfer skills learnt to other areas of the creative arts.
- Learners' attendance is currently satisfactory. However, retention declined to 81% in 2008/09 from 91% in 2007/08 and 94% in 2006/07. Current data indicate improvements to learners' retention.
- Teaching and learning are satisfactory. Tutors and learners share an enthusiasm for learning and most tutors use their professional expertise as practitioners well to inform and enhance learning. In the better sessions, tutors encourage independent learning skills effectively. However, in some classes teaching lacks variety and impedes effective group interaction. The quality of lesson planning is uneven and tutors do not routinely evaluate their lessons.
- Tutors do not sufficiently link assessment to initial assessment and many learners are not sufficiently aware of the progress they have made. Not enough guidance is provided to learners for the identification of their individual learning goals. Some tutors do not share learning outcomes with their learners. However, others make useful photographic records of learners' work in visual arts and crafts to illustrate their progress.

- The range of provision is narrow and in art and crafts lacks coherent progression pathways. Few classes are held during the day and learners do not have opportunities to gain qualifications. Learner numbers have decreased significantly from 939 in 2006/07 to 361 in 2008/09.
- Music learners hold termly concerts but opportunities for visual arts and craft learners to display their work are restricted to enrolment periods and adult learners' week. Few enrichment activities are available to learners. Visits to galleries, museums and exhibitions are infrequent and there is little engagement with the community.
- Support for learners is good. Disabled learners are provided with suitable additional learning support. Learners value the quality of care, advice and guidance they receive from both the teaching and the administrative staff.
- Leadership and management are satisfactory. Operational management is good. CCED has taken a range of actions to explore new partnerships. However, progress towards widening participation is slow. Targets for retention, achievement and success are insufficiently challenging, and development targets set for 2008/09 were only partially achieved. Teaching staff lack opportunities for subject-specific training and to share good practice.
- The promotion of equality and diversity is satisfactory. Tutors support learners from different backgrounds and experience effectively. Most schemes of work across the provision include references to arts from different cultures.
- Learners' views are sought through an end-of-course questionnaire but are not automatically included in course review and evaluation documents. Learners are not aware of any feedback on their comments or that their views are acted upon.
- The arrangements for quality improvement are not sufficiently developed. Internal verification of learners' end-of-course assessments is not carried out, and the quality assurance of course planning documents is not systematic. This was not recognised in the self-assessment report. Managers, tutors and learners are included in the self-assessment process, and the report accurately identifies strengths and most areas for improvement. All tutors have been observed teaching in the last two years.

What does CCED need to do to improve further?

- Develop curriculum-specific leadership to provide opportunities for tutors' training and to share good practice.
- Provide more guidance for learners on the identification of their individual learning goals and define the criteria used in initial assessment to link effectively with assessment to identify and record progress. Establish clearer progression routes in art and craft subjects.
- Provide guidance and detailed criteria for lesson planning and schemes of work to tutors and encourage self-evaluation after each lesson.

- Improve quality assurance arrangements to include systematic internal verification of end-of-course assessments and quality assurance of lesson plans, schemes of work and individual learning plans to ensure fitness for purpose.
- Promote a greater engagement with the community through exhibitions and displays by tutors and learners.

Information about the inspection

31. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the college's adult education manager as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local LSC, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievements over the period since the previous inspection.
32. Inspectors used group interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners had completed on behalf of the college. They also visited learning sessions.

Record of Main Findings (RMF)

Claverham Community College

19+ responsive: FE full- and part-time courses; Social and personal development: social and personal development

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Social and personal development
Approximate number of enrolled learners			
Full-time learners	605	218	387
Part-time learners			
Overall effectiveness	3	2	3
Capacity to improve	3		
A. Outcomes for learners	3	2	3
A1. How well do learners achieve and enjoy their learning?	3		
A1.a) How well do learners attain their learning goals?	3		
A1.b) How well do learners progress?	2		
A2. How well do learners improve their economic and social well-being through learning and development?	3		
A3. Do learners feel safe?	2		
A4. Are learners able to make informed choices about their own health and well being?*			
A5. How well do learners make a positive contribution to the community?*			
B. Quality of provision	3	2	3
B1. How effectively do teaching, training and assessment support learning and development?	3		
B2. How effectively does the provision meet the needs and interests of users?	3		
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	4		
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2		
C. Leadership and management	3	3	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3		
C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	3		
C3. How effectively does the provider promote the safeguarding of learners?	3		
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
C5. How effectively does the provider engage with users to support and promote improvement?	3		
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3		
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	3		

*where applicable to the type of provision

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