

Four Counties Training Limited

Independent learning provider

Inspection dates		1–5 December 2014
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Outstanding-1
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This provider is inadequate because:

- too few apprentices successfully complete their apprenticeship and too few complete on time. A significant group of apprentices has made little progress towards completing their programme since starting and they are now well beyond the expected completion date
- while leaders and managers have worked hard to respond to the demands of employers, they have not given the same priority to meeting the needs and interests of learners, many of whom do not achieve, or achieve much later than planned
- self-assessment is too subjective and fails to provide the realistic analysis of provision necessary to identify the urgent improvements needed
- management arrangements, and the organisational ethos, place too little emphasis on accountability for learners' achievement, and performance management systems are weak; managers have failed to secure improvements in teaching, learning and assessment or to stem the three-year decline in learners' success
- assessment practices for a significant minority of apprentices are unreliable
- tutors and assessors fail to help learners to improve their English and mathematics
- the teaching of theory and functional skills fails to challenge learners to achieve their full potential
- the development of learners' understanding of equality and diversity and their application to learners' work context are weak.

This provider has the following strengths:

- programmes for railway track repair and maintenance apprentices are good
- much of the teaching and learning provided by employers are good
- almost all apprentices remain with their employer.

Full report

What does the provider need to do to improve further?

- Improve success rates for apprentices by:
 - taking full account of learners' abilities and their opportunities to be assessed at work when planning learning
 - ensuring that all apprentices and employers commit to the completion of the apprenticeship and are fully aware of its demands and their responsibilities.
- Improve the rate of progress for apprentices by:
 - setting clear milestones for completion and ensuring that all staff involved are aware of them
 - monitoring the progress each learner is making in comparison to their planned programme
 - ensuring that they have regular, comprehensive progress reviews that identify the progress they are making, and set clear and challenging targets for their next steps
 - taking swift action to support any learner identified as not making the progress they should, or who is at risk of not completing
 - improving the process of assessment for passenger service apprentices so that assessment is planned and timely throughout their apprenticeship; ensure that assessors know what criteria to assess against and collect relevant and valid evidence.
- Challenge all learners to improve the standard of their English and mathematics by:
 - using the results of initial assessment to plan an appropriate development programme and agree a demanding target level of qualification
 - promoting the importance of good verbal and written professional and technical language skills to all learners and employers
 - monitoring and correcting the standard of learners' work and providing feedback that will help them to improve
 - including constructive feedback on learners' standard of English and mathematics during progress reviews and assessment activities.
- Improve the management and quality assurance of programmes by:
 - improving the rigour and accuracy of self-assessment
 - developing meaningful targets for the progress and achievement of learners
 - ensuring that staff are held to account for the performance of learners and programmes allocated to them
 - ensuring that managers have the information they need to evaluate performance and take prompt and effective action to make improvements.
- Improve the promotion of equality and diversity in training and review sessions to broaden learners' understanding in their work context.
- Improve the quality of teaching and learning by:
 - using knowledge of learners' starting points and abilities to plan and deliver sessions that stretch and challenge learners
 - challenging learners to explore the application of new knowledge and skills and to extend their knowledge beyond the minimum required to pass their test
 - making use of information technology and the virtual learning environment to enliven sessions and help learners continue their study outside of the classroom.

Inspection judgements

Outcomes for learners	Inadequate
<ul style="list-style-type: none"> ▪ Four Counties Training Limited (FCT) has 989 apprentices and 41 classroom-based learners. Most are adults. The largest subject area is transport operations and maintenance, with over 600 apprentices. The vast majority of these are on passenger service apprenticeships, with a minority on engineering-related programmes. The second largest programme is customer services, accounting for about a fifth of all apprentices. The remaining learners are on programmes in health and social care, management, construction, education and training, information and communication technology (ICT) and warehousing. ▪ Too many apprentices fail to complete their apprenticeship programme. The proportion of learners completing their apprenticeship has declined significantly over three years and is now very low, although the small minority of learners in rail maintenance programmes continues to perform well. The majority of learners on classroom-based courses achieve their qualification. ▪ A significant number of apprentices are making slow progress. Over a third of passenger service apprentices have not completed within the planned time, and around a half of those are more than a year beyond when they should have completed. Around a half of all customer service apprentices and one in five care apprentices have not completed in the planned time. Of around 80 apprentices in emergency fire services, just two have completed and only 18 remain on their apprenticeship. ▪ Few apprentices improve their English and mathematics beyond the minimum necessary to perform their job. Most apprentices successfully achieve the minimum qualification in functional mathematics and English required for their apprenticeship, but few are challenged to do more. The majority of passenger service apprentices are assessed at the beginning of their programme to be working at level 2, but only achieve a level 1 award. ▪ Progression into employment is good. Almost all learners remain with their employer having completed their apprenticeship, as do those who have not completed, or they secure another job without completing their apprenticeship. The majority of learners who attended pre-employment courses at FCT improved their chances of getting a job by achieving a qualification in employability. Nearly a half of these gained employment as a result of attending the programme. ▪ Most apprentices develop good vocational skills, although a significant minority has made little progress towards their qualification in the last two years. Railway maintenance apprentices understand and apply safe working practices exceptionally well. Those working on the track and in power supply functions are skilful and contribute well to the running of the rail system. Those in project teams carefully plan maintenance activities using advanced software with a high regard to the safety of those working on the track. ▪ Care workers develop good skills in the workplace, dealing with challenging client groups in complex situations. Management apprentices gain a wide range of management skills and technical knowledge and contribute well to managing activities on the London transport system. ▪ There has been little difference between the performance of different groups of learners over the past three years; however, in 2012/13, a far smaller proportion of women was successful at FCT than men. ▪ Managers do not collate or analyse information about attendance at learning sessions. Staff inform their employer if they do not attend, but they take no further action. 	
The quality of teaching, learning and assessment	Inadequate
<ul style="list-style-type: none"> ▪ The standard of teaching, learning and assessment is inadequate, as reflected in the low level of success and slow progress made by a significant proportion of learners. Learning is insufficiently 	

planned, takes little account of learners' starting points and results in slow progress and low attainment.

- Theory teaching requires improvement. Assessors and tutors do not focus sharply enough on the subject during lessons and, as a result, learners do not make the progress they should. Too often tutors fail to link the theory they teach to practice in the workplace. Tutors do not make adequate use of knowledge about individual learners' starting points and prior experience to challenge the more able. Tutors and assessors rarely use technology to enhance learning.
- Training provided by employers, at and away from the workplace, is mostly good. Training is structured well and is effective in developing the essential skills and attention to safety necessary at work. Employers ensure that new staff gain the basic competences and skills they need to perform their job. However, tutors overlook the wider development of knowledge and skills for career progression.
- The teaching of functional skills requires improvement. Although tutors provide good individual support, they do not challenge apprentices to improve beyond the minimum level required for the apprenticeship. Staff coach apprentices to pass the test rather than improve their skills.
- Tutors and assessors do not do enough to help learners to improve their English and mathematics. Most learners undertake the minimum level of qualification required for their apprenticeship regardless of their existing skill level. Once completed, tutors and assessors fail to help learners improve their skills further. Feedback on learners' written work is insufficiently detailed to help learners to improve.
- Induction provides apprentices with the basic information they need about their programme, but for a significant group of learners staff do not reinforce or develop this throughout their course. Staff do not use the information gathered about learners before and during induction sufficiently well to plan individual learning or to ensure that all learners are on an appropriately challenging and achievable programme.
- Assessment practices for the majority of learners are inadequate. Assessment for the significant number of passenger service apprentices lacks rigour, accountability and validity, and is a significant factor in their very slow progress. Feedback to learners following assessment is inadequate to help them to develop further or to promote rapid progress. Where assessors agree targets these often fail to help learners to progress as they focus on gaining evidence for a qualification rather than developing or extending learners' skills and knowledge.
- Learners with additional support needs do not always receive the help they need. Where staff identify additional support needs, arrangements are usually put into place and are effective. For example, one learner with dyslexia had a detailed analysis of the support he would need for each of the aspects of his apprenticeship and of the strategies to help him to succeed. However, where additional support needs are not immediately obvious during induction, help is less likely to be provided.
- Staff do not adequately monitor the progress and achievements of learners. Reviews of the progress apprentices are making fail to identify whether they are on target to complete or if they are falling behind. Data collected by managers are inadequate to identify learners at risk of not completing and, as a result, managers and staff fail to intervene where necessary to rectify this.
- Staff do not promote equality and diversity adequately throughout learners' programmes. The use of a prepared bank of questions to check learners' knowledge inhibits the development of their wider understanding and application in the context in which they work. Most learners have a good understanding of how to be safe at work and how to ensure the safety of others.
- The quality and usefulness of information, advice and guidance are too variable. Staff do not provide a consistent standard of careers advice and guidance for learners and rely too much on employers to do so. Although apprentices receive an appropriate induction, a significant number of learners do not appreciate that they are on an apprenticeship or what it might entail.

Health and social care

Apprenticeships

19+ Learning programmes

Requires improvement

- Teaching, learning and assessment in health and social care require improvement, and this is reflected in the low number of apprentices that complete their apprenticeship and the slow progress made by classroom-based learners.
- Most learners develop good workplace skills and make effective contributions to their workplace. Learners understand their responsibilities for the service users in their care, including the necessity to follow work procedures and legislative frameworks.
- Employers provide good training in the workplace. Learners benefit from varied and challenging duties at work which enable them to acquire and develop good professional practice and increased confidence in dealing with colleagues, clients and customers. For example, one apprentice with significant emotional support needs is now working confidently and with increasing autonomy with service users who have complex drug- and alcohol-related issues.
- Teaching and learning do not enable learners to make the progress of which they are capable. Tutors use an appropriate range of tutor-led discussions, individual and group work to interest learners, but the lack of clear focus in a minority of sessions inhibits learners from progressing as well as they could. In the less effective sessions, tutors allow too little time for learners to fully reflect on and consolidate their learning. Tutors take insufficient account of learners' starting points and consequently fail to challenge sufficiently the more able. Tutors check apprentices' understanding of new knowledge through questioning and individual activities, but do not always encourage learners to justify their answers or explain how this knowledge will improve their practice.
- Assessors are appropriately qualified and have up-to-date knowledge in their subject area. They effectively share their expertise and experiences during training sessions, using reference to professional examples, to interest apprentices and learners and extend their understanding.
- Assessment practice meets awarding organisation requirements and learners produce a range of authentic evidence, generally of an acceptable standard. Learners do not always know how to improve, as the feedback from assessors focuses just on achieving elements of assessment criteria and not on extending or improving skills and practice.
- The information, advice and guidance provided to apprentices require improvement. Learners understand the demands of their job, but do not have sufficient knowledge of the opportunities available to them once they are qualified.
- Assessors regularly review learners' progress but this does not result in a sufficiently clear understanding of the progress they are making or what they need to do next. Targets agreed do not challenge learners enough and often lack the precision and meaning needed to help them and their employer to plan short- and long-term actions. Negotiated targets focus too narrowly on evidence learners need to collect for assessment and fail to identify training needs, or actions to work towards personal or career aspirations.
- The development of learners' English and mathematics requires improvement. Tutors do not always set learners targets to improve the standard of their English. Tutors and assessors do not correct spelling and grammatical mistakes in learners' work and, as a result, learners repeat mistakes. Tutors and assessors do not give sufficient priority to developing learners' mathematical skills. Learners' work files do not contain evidence of work-related mathematical activities.
- Learners have good knowledge and understanding of inclusive practice and person-centred care; however, they are less certain of aspects of diversity. They understand how to maintain their own and service users' safety and well-being in their work setting.

Transport operations and maintenance

Inadequate

Apprenticeships

- Teaching, learning and assessment are inadequate, which is reflected in the sharp decline in outcomes and the very low number of apprentices who complete their programme in time.
- Too many passenger service apprentices and their supervisors are unaware that they are part of a formal apprenticeship programme. Managers at FCT have failed to ensure that employers' in-company assessors are aware which of their employees is an apprentice. As a result, apprentices have not received the training and assessments they need and have made little progress towards their qualification.
- Planning to ensure apprentices complete within the planned timescale is inadequate. The majority of passenger service apprentices do not have a coherent training plan and are making slow progress. Few of these apprentices have had a progress review and managers are therefore unaware of the very slow progress they are making. Assessors do not record apprentices' progress and rarely set targets for them.
- Arrangements for the assessment of passenger service apprentices are inadequate. Assessors rarely visit adult apprentices at work, relying too much on copies of employers' internal records of activity to judge competence. These records rarely provide the detailed information needed to make sound judgements of competence and are not part of a planned assessment against the qualification criteria. Track and rail maintenance apprentices are, in contrast, skilfully assessed using a broad range of observation, written reports and questioning techniques.
- The development of most apprentices' English and mathematics is inadequate and takes little account of their starting points. Almost all apprentices take a level 1 qualification, even though the majority are capable of working at a higher level. Tutors teaching functional skills do not have sufficiently high expectations of their learners. Functional skills sessions are uninspiring and do not stretch or challenge apprentices. Railway maintenance apprentices are confident at calculating measurements, tolerances, accumulative power ratings and interpreting timetables, but assessors do little to help passenger service apprentices to improve their English or mathematics.
- Information, advice and guidance are inadequate. Advice and guidance given to apprentices fail to instil the importance and relevance of their apprenticeship and a majority, once established in their job role, fail to recognise that they are on an apprenticeship. A significant number, although staying with their employer, move on to other jobs and fail to complete their apprenticeship.
- The development and promotion of equality and diversity require improvement. Assessors who carry out progress reviews rely too heavily on a set of generic questions to prompt discussion and fail to instil an adequate understanding of the diverse needs of customers and colleagues apprentices will encounter at work. Assessors do not always have sufficient understanding or confidence to discuss diversity in depth or to challenge apprentices' views.
- Apprentices on specialist engineering programmes enjoy their training and are able to demonstrate skills and knowledge to industry standards, with high regard for good health and safety practices. A minority of apprentices enhances their employability by achieving additional qualifications in health and safety, specialist technical subjects, customer care and driving. Tutors on these programmes use learning technology effectively to enliven and enrich learning. However, FCT's virtual learning environment is underdeveloped and does not have sufficient capability to support apprentices in the workplace.

Management and customer services

Inadequate

Apprenticeships

- Teaching, learning and assessment are inadequate. Although the small number of management apprentices make the progress expected of them, and most are successful, narrowly focused teaching, weak monitoring and ineffective assessment practice result in most customer service apprentices making slow progress.
- Tutors fail to develop apprentices' knowledge and skills sufficiently well as they rely too much on uninspiring, narrowly-focused workbooks. Tutors teach apprentices the knowledge they need to meet the assessment criteria for their qualification, rather than broadening their skills and knowledge. Tutors do not use learning activities to develop apprentices' knowledge in sufficient depth or explore its application in the workplace. Trainers fail to develop adequately apprentices' understanding and application of technology in their everyday tasks and wider job roles.
- Tutors and assessors do not enable apprentices to develop independent research skills to help them to broaden their knowledge and skills outside of training sessions and structured work activities. Trainers and assessors make little use of technology to support learning and assessment. They do too little to develop apprentices' knowledge of equality and diversity. Because of this, many apprentices have a narrow understanding of equality and diversity and are unable to apply their knowledge sufficiently well in the workplace.
- Trainers take too little account of apprentices' prior learning and existing skills. Initial assessment is used appropriately to establish apprentices' starting points, but tutors and assessors fail to use this information to challenge the more able apprentices or to provide extra support for those who need it.
- Although assessors use an appropriate range of methods to test apprentices' knowledge and competence, the feedback they provide following assessment does not always help apprentices to improve or apply their learning in the workplace. Assessment on customer service programmes is inefficient as assessors stick rigidly to a prescribed set of criteria and miss the many opportunities to assess apprentices' knowledge, understanding and application outside of the planned criteria. Assessors often fail to identify gaps in apprentices' knowledge or set challenging targets for their next steps.
- Staff do too little to improve learners' English and mathematics. Coaching prepares apprentices for their tests, but fails to develop their knowledge and skills beyond the minimum requirements of their apprenticeship, and takes insufficient account of their existing ability or potential. Assessors provide insufficient feedback and support to apprentices to help them to improve their written work.
- Assessors do not review apprentices' progress frequently enough and, when they do, they do not adequately record the progress apprentices are making or set challenging targets for their next steps. Assessors do not accurately identify when apprentices are falling behind and, as a result, do not provide the support they need to catch up. In progress reviews, assessors do not explore equality and diversity, or health and safety, in sufficient detail to develop further apprentices' knowledge and understanding.
- Employers provide management apprentices with a timely and thorough induction. This enables them to engage in their programme effectively and make positive and significant contributions in the workplace. Employers provide good skills development in the workplace in subjects such as conflict management and data protection. Management apprentices benefit from supportive coaching and mentoring from their assessor, who effectively uses expert subject and sector knowledge to develop apprentices' business acumen.

The effectiveness of leadership and management

Inadequate

- Leadership and management are inadequate. While experienced leaders and managers are committed to the values and business aims of the organisation, and work hard to secure and deliver contracts for their partner organisations, they focus insufficiently on the quality of the learners' experience and, as a result, too few learners achieve their qualification.
- At all levels of management, there is insufficient recognition of, and accountability for, the sharp decline in learners' success. Although there are some pockets of good performance in a small proportion of the curriculum, the large majority of learners fall behind or do not receive the support they need in order to achieve qualifications within planned timeframes.
- Senior leaders are effective in developing enduring relationships with their employer partners, who speak highly of the support they receive, and ensure high numbers of learners are recruited on to programmes. However, the almost ten-fold increase in the number of apprentices since the last inspection has been accompanied by a failure to focus sufficiently on the completion of the programmes that learners start. Actions to clear a large backlog of learners who have reached the end of their programme are showing progress, although much remains to be done.
- Managers' monitoring of the effectiveness of teaching, learning and assessment does not adequately identify underperformance nor the slow progress of learners. Managers fail to pursue, in performance reviews, links between learners' progress and achievement and the quality of teaching, learning and assessment. As a consequence, performance management is ineffective in identifying and tackling the urgent need for improvement.
- Staff benefit from useful regular briefings on organisational priorities and legislative updates, and many staff work towards and achieve professional qualifications, including mathematics, English, and training and development awards. However, managers have failed to provide staff with sufficient targeted development to help them improve their practice and much teaching and learning require improvement.
- Self-assessment at all levels, but particularly at organisation and programme level, is ineffective. The annual report is too descriptive, with some strengths being overstated or even inaccurate. Managers identify few areas for improvement and so self-assessment has not resulted in sufficient interventions to stem the decline in standards. Managers make little use of learners' or employers' views in self-assessment.
- Quality improvement plans lack the detail and precision needed to bring about rapid improvements. Managers do not systematically gather information about learners' reasons for leaving or their destinations to enable them to make the necessary improvements to future programmes.
- Managers are effective in developing provision which matches the needs of large local employers, but not in meeting the needs and interests of learners, many of whom do not achieve, or achieve much later than planned. Programmes are often unduly affected by factors such as learners' availability to attend training and review, which could have been identified at the initial planning stages. Managers respond to requests from employers well, but fail to consider how programmes will be successfully delivered to completion.
- Leaders and managers do not give the development of learners' English and mathematics sufficient priority. Strategies to provide learners with qualifications in English and mathematics aim to meet the minimum level necessary for them to achieve their qualification or apprenticeship, which is often lower than their current skills and abilities. As a result, very few improve their knowledge and skills.
- Managers do not adequately promote or develop learners' awareness and understanding of equality and diversity. Induction provides a basic introduction, but the development of learners' understanding throughout their programme is poor. Managers monitor the participation rates and achievement of different groups of learners. Targets for improvement are set, but managers do not plan actions which could influence their achievement.

- Safeguarding arrangements require improvement. FCT meets statutory requirements and staff receive regular updates, but arrangements for reporting attendance at training sessions of learners aged under 18, and the promotion of safeguarding awareness through the curriculum, are not adequately thorough or reliable.

Record of Main Findings (RMF)**Four Counties Training Limited**

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
		14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	4	-	-	-	-	4	4	-	-
Outcomes for learners	4	-	-	-	-	4	4	-	-
The quality of teaching, learning and assessment	4	-	-	-	-	4	4	-	-
The effectiveness of leadership and management	4	-	-	-	-	4	4	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Transportation operations and maintenance	4
Business management	3
Customer service	4

Provider details

Type of provider	Independent learning provider							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	1,700							
Principal/CEO	Mrs Lara Newson							
Date of previous inspection	February 2008							
Website address	www.fct.co.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	2	-	-	24	-	22	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	31	808	26	153	-	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	-							
Part-time	-							
Number of community learners	-							
Number of employability learners	-							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Ashford College ■ College of North West London ■ West Kent College ■ York College 							

Contextual information

Four Counties Training Limited (FCT) is based in Ealing, West London. The company has historically provided training and assessment for National Vocational Qualifications (NVQs) and apprenticeships in the rail industry, and this remains its largest area of provision. It has more recently expanded to provide training and assessment in the care sector and in a broader range of transport services, mostly within London. The large majority of learners live in London.

Information about this inspection

Lead inspector

Phil Romain HMI

One of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Commercial Director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



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



Employer View is a new 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

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 Support Service (Cafcass), schools, colleges, initial tutor training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

