

ITE Partnership University of Leicester

Initial teacher education inspection report

Inspection dates Stage 1: 8–10 June 2015 Stage 2: 5–7 October 2015

This inspection was carried out by Her Majesty’s Inspectors and Ofsted inspectors in accordance with the ‘Initial teacher education inspection handbook’. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from each phase and separate route within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	1	2
The outcomes for trainees	1	2
The quality of training across the partnership	1	2
The quality of leadership and management across the partnership	1	2

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in primary and good in secondary. This is because the outcomes for trainees in the secondary phase are not yet outstanding.

Key findings

- The training provided by the partnership is underpinned by academic rigour that enables trainees and former trainees to become highly reflective practitioners.
- Trainees are well prepared for employment as at least good teachers by the end of their courses.
- The training ensures that trainees and former trainees develop excellent skills and a wide range of strategies for managing students' behaviour.
- Trainees and former trainees place a high value on the range and depth of the training provided by the partnership, which develops their high-quality teaching.
- Trainees and NQTs are greatly prized by local and regional schools for their high levels of professionalism and their well-developed personal qualities.
- Leaders and managers of the partnership make a strong commitment to securing a highly skilled and professional workforce for local and regional schools.
- The partnership is very responsive to the views of trainees, former trainees, schools and other external sources, and makes effective use of the information gained in order to improve the partnership's provision further.

To improve the ITE partnership should:

- Ensure that the primary and secondary phases work more collaboratively together to share their good practice.

Information about this ITE partnership

- The University of Leicester Partnership works with over 260 primary and secondary schools across the East Midlands to offer one-year postgraduate certificates in education (PGCE) in primary and secondary teacher training through PGCE, School Direct and SCITT (school-centred initial teacher training) routes into teaching.

The primary phase

Information about the primary partnership

- The University of Leicester works in partnership with about 150 schools, mostly in Leicester and Leicestershire.
- The partnership offers training in 3–7 and 5–11 age ranges, leading to qualified teacher status (QTS) through the award of a postgraduate certificate in education (PGCE) that includes 60 credits at Masters level. In 2014/15, there were 135 trainees on the one-year programme.
- The partnership provides two pathways towards the PGCE. In 2014/15, 106 trainees took the core programme route and 26 trainees took the School Direct route.
- Within the two age ranges, trainees can specialise in mathematics and French. The programmes also support trainees who want to specialise in teaching disabled pupils and those who have special educational needs.

Information about the primary ITE inspection

- Inspectors observed 19 trainees teaching in 11 schools during stage one of the inspection. They observed the teaching of 19 newly qualified teachers (NQTs) in 11 schools during stage two. At stage one, inspectors met with a further 10 trainees in schools and with an additional 10 trainees at the university. At stage two, inspectors also met with a further two trainees in schools and six trainees new to the programme this year. They also met with school mentors, headteachers, class teachers and professional tutors, members of the partnership's management committee and with course and subject leaders from the university.
- Inspectors considered a wide range of evidence, including trainees' and former trainees' files, course handbooks, development plans, data on trainees' progress, completion rates and employment rates. Inspectors also looked at the partnership's self-evaluation and analysis of outcomes for 2014/15.
- Inspectors took account of the responses to the recent NQT survey and to Ofsted's online questionnaire. They also took account of the university's own trainee questionnaire and information on the university's website.

Inspection team

Jan Connor, HMI	Primary phase lead inspector
David Carter, HMI	Primary phase assistant lead inspector
David Townsend OI (Stage 1)	Team inspector
Simon Hollingsworth, HMI (Stage 2)	Team inspector

Overall effectiveness

Grade: 1

The key strengths of the primary partnership are:

- The high quality university-based training that links academic rigour with practical approaches to teaching in the classroom.
- Trainees' and former trainees' confidence in the classroom. Their ability to reflect critically on their teaching and set high expectations for the progress of their pupils.
- Trainees' and former trainees' behaviour management, meaning pupils are well supported to learn.
- Trainees' preparation to teach the National Curriculum. Trainees have excellent subject knowledge and teach phonics, early reading skills and mathematics effectively.
- High completion, retention, and employment rates. Trainees are in high demand in Leicester and within the East Midlands.
- Course leaders' rigorous tracking of trainees' progress. Leaders know their trainees very well; they tailor training and school placements carefully so that trainees achieve the best possible outcomes from their course.
- Strong communication within the partnership, meaning everyone knows and understands what is expected of them. Systems to quality assure the work of the partnership are effective in holding partners to account for their work.

What does the primary partnership need to do to improve further?

The partnership should:

- Refine and sharpen the career entry plan targets to ensure all former trainees make the best possible transition into their initial year in school.
- Ensure all trainees are given sufficient opportunity to apply their university-based learning in teaching physical education over a longer series of lessons during their placements in school.

Inspection judgements

1. The University of Leicester is highly committed to providing high-quality, professional and knowledgeable teachers for local schools within the East Midlands region and beyond. Leaders' rapid work to improve

outcomes for trainees demonstrates outstanding capacity to improve further.

2. All trainees who complete their courses exceed the minimum standards for qualified teacher status. Outcomes for all trainees and groups of trainees are outstanding in both the core and School Direct training courses. In 2015, three quarters of all trainees received an outstanding grade in their final assessment. Over time, more female trainees attain at an outstanding level than male trainees; however, this gap is small and closing quickly. Attainment across both the core and Schools Direct pathways is broadly similar. There is no significant variation in outcomes between trainees in terms of gender, age or ethnicity.
3. The proportion of trainees completing their courses is above the national average. The completion rates for male and female trainees are similar. Leaders actively seek to ensure more male trainees join the course each year. The retention rate for male trainees has improved significantly over time and is now above the national average.
4. Employment rates are high and have been so for a number of years. This year every trainee who completed the course had already been employed before the end of the training. Former trainees from this provider are highly prized locally and demand often outstrips the number of NQT positions available. Headteachers speak in glowing terms about the professional attitudes, sound curriculum knowledge, and contributions trainees and former trainees make to the wider life of their schools. They have great faith in the accuracy of the partnership's assessment of trainees and find the career entry information useful in planning their induction programme for their newly qualified teachers. However, some schools said that some of the targets given were too broad and needed further refinement in order to be as effective as possible.
5. The provider's detailed knowledge and understanding of each individual trainee means that placements work well and schools, pupils and trainees all benefit greatly from the careful and astute planning of course leaders. This is exemplified in the planning of placements for male trainees. They have benefited from the support and guidance of male teachers in the partnership schools. As a result, outcomes for male trainees are improving quickly. All trainees build very positive relationships with their school mentors and the quality of the resulting discussion and reflection has a marked impact on the progress of trainees and pupils alike.
6. Headteachers say trainees are well prepared to teach early reading, phonics and early mathematics well. This is because of the strength of the centre-based training. Subject audits of trainees are effective. From

the very beginning of their training, trainees receive precise and focused support to address any weaknesses in their knowledge or understanding of mathematics and English. Course leaders track trainees' progress carefully and provide further support when necessary. Trainees hold the training in high regard. They have a very clear understanding of how they are progressing towards meeting the teachers' standards and know what they need to do to improve. Many attend further training opportunities even though their subject knowledge in English and mathematics is judged to be sound by course leaders. Trainees and former trainees confirmed that they felt well prepared and very confident going into their placements and into their teaching careers.

7. Trainees rapidly establish safe and secure learning environments for their pupils. The relationships they build with their pupils support learning because pupils know and understand what is expected of them. In every classroom visited during the inspection, there was a real sense of purpose and mutual respect. Trainees and former trainees use assessment well to inform their planning. This is based on trainees' sound understanding of how pupils learn. Trainees and former trainees reflect carefully on the impact their teaching has on the progress of their pupils. They adapt their teaching well to meet the needs of pupils, including disabled pupils and those who have special educational needs, disadvantaged pupils and the most able. As a result, in stage two of the inspection, the pupils in former trainees' classes were making good progress.
8. Trainees' subject knowledge in other areas of the curriculum is also sound. Further training is available for those who need support. Consequently, trainees know and understand the National Curriculum well. However, not all trainees felt confident to teach physical education. This is because although centre-based training prepares them to teach this subject, trainees do not get adequate time within their placements to practise what they have been taught.
9. All trainees and former trainees have good classroom management skills. In speaking with trainees and former trainees, inspectors found that the university-based training provided them with a clear understanding of different ways to support pupils to behave well and to manage pupils with behavioural difficulties. Trainees clearly understood that planning well to meet the needs of different groups of learners prevented low-level disruption. They also demonstrated a variety of imaginative ways to engage pupils' interest, including dressing up as the 'Little Red Hen' to bring writing to life, and setting challenging problem-solving activities to deepen pupils' understanding of mathematics.
10. Course leaders ensure that trainees receive a rigorous and thorough understanding of linking theory to practice. The written assignments

trainees undertake and their written reflections connect theory with practice in the classroom and have an element of school-based research. This ensures that the meetings between professional tutors, school mentors and trainees focus on challenging trainees' understanding of their pupils' learning. Trainees and former trainees value this approach highly. The impact of this is seen in the quality of trainees' and former trainees' written reflections and in their discussions with school-based staff.

11. Trainees' responses to Ofsted's questionnaire, and NQTs' responses to the National College for Teaching and Leadership's survey, indicate well above average levels of satisfaction with almost all aspects of training including important areas such as being confident to meet the teachers' standards, feeling able to meet the needs of all learners, and the quality of the training.
12. Placements provide high-quality training environments and are carefully selected to meet the needs of trainees. Leaders offer trainees wider opportunities to visit a variety of different schools that have particular specialisms, such as special educational needs schools. As a result of this, some trainees have decided to pursue this as a career option.
13. University tutors and the professional tutors are highly qualified, passionate about their subjects, and passionate about supporting the trainees to become outstanding teachers. They are committed to keeping in touch with former trainees to offer help and advice as part of the university's commitment to a growing community of learning.
14. Communication between the provider and the partnership of schools is a particular strength. Headteachers, school mentors and trainees know what is expected through the efficient use of a 'blackboard' facility on the internet. This is well managed and the course leader addresses any issues or difficulties that arise on placement immediately. Consequently, the retention of trainees is high.
15. Recruitment and selection of trainees is rigorous and effective. Course leaders have a very clear and considered set of criteria that applicants have to meet. Recruitment responsibilities are shared between university-based staff and headteachers within the partnership. As a result, those selected to train have both the intellectual capacity and the necessary attributes to undertake a career in teaching. All trainees spoken with, and those who completed the online questionnaire, agreed they had gone through a demanding process. Course leaders demonstrate a keen awareness of the local needs and are active in recruiting male trainees into the primary course. Leaders are also determined to ensure that different ethnic groups are represented in the makeup of the cohort and reflect the diversity of the city of Leicester. As

a result, Leicester has a larger percentage of ethnic minority trainees than the national average.

16. Leadership and management are outstanding. The course leader is ambitious and focused on ensuring the university provides the best trainees possible to join the teaching workforce. Her leadership has been inspirational to other members of the primary team and they work together cohesively to improve outcomes for trainees. Senior leaders provide strong strategic leadership.
17. Planning for improvement is based securely on detailed analysis of data and information collected by the partnership. As a result, attainment has risen quickly since the last inspection. Senior leaders' commitment to build close professional relationships with schools is clear. They are held in high regard by headteachers. For example, a group of headteachers assembled quickly to meet with inspectors at short notice, and those who could not insisted on sending emails to endorse their support of the training. Leaders have worked hard to gain the trust of schools and have a well-deserved reputation for excellence. Many trainees stated that the reputation of the course encouraged them to apply.
18. Leaders acted with urgency between stage one and stage two of the inspection to strengthen the way they quality assured the work of professional tutors and school mentors. As a result, by the time of the second visit, training had already taken place and the impact of the changes was already being measured. Leaders have also begun to address the gap in male and female outcomes by initiating a 'Man Club' where male trainees are able to discuss the particular issues faced by men in primary education. Early indications show how much this initiative has been appreciated by the male trainees on the course this year.
19. The partnership management committee provides strong challenge and strategic leadership to course leaders. They regularly review how well the partnership is doing and contribute well to course evaluation and provision. Engagement in the management committee has increased this year and more headteachers have expressed the desire to be more closely aligned to the primary course programme.
20. Appropriate safeguarding arrangements are in place. Trainees' qualifications and their suitability to work with children are checked and recorded. The partnership fully complies with regulations regarding the recruitment of trainees and the criteria for initial teacher training.

Annex: Partnership schools

The following schools were visited to observe trainees' and former trainees' teaching:

Stage 1

Forest Lodge Community Primary School, Leicester
Medway Community Primary School, Leicester
Sparkenhoe Community Primary School, Leicester
Kibworth Church of England Primary School, Leicester
Sileby Redlands Community Primary School, Loughborough, Leicester
The Latimer Primary School, Anstey, Leicester
Holy Cross Catholic Primary School, Leicester
Sacred Heart Catholic Primary School, Leicester
Cosby Primary School, Cosby, Leicester
Desford Community Primary School, Desford, Leicester
Meadowdale Primary School, Market Harborough

Stage 2

Sandfield Close Primary School, Leicester
Rothley Church of England Primary School, Leicester
Sileby Redlands Community Primary, Leicester
St Bartholomew's Church of England Primary School, Loughborough
Greenfield Primary School, Countesthorpe, Leicester
Highcliffe Primary Academy, Birdstall
Nether Hall School, Leicester
Burbage Junior School, Burbage
Northfield House Primary School, Leicester
Beacon Academy, Loughborough
Charnwood Primary School, Nedham, Leicester

The secondary phase

Information about the secondary partnership

- The University of Leicester works in partnership with a variety of schools in and around Leicester, Leicestershire and surrounding counties to offer three routes into secondary teaching: postgraduate certificate in education (PGCE); School Direct PGCE; and SCITT (school-centred initial teacher training.)
- All routes lead to qualified teacher status (QTS) and a PGCE that carries 60 credits towards a full Masters degree. The university works with four SCITT partnerships in the region to provide school-centred training in a range of secondary subjects.
- The secondary training provided covers the 11–19 range and the following secondary subjects are offered in both the PGCE and School Direct routes: citizenship; English; geography; history; mathematics; modern languages; religious education (RE); science and social science.
- At the time of Stage 1 of the inspection 59 trainees were enrolled on the PGCE route and 44 on the School Direct route.

Information about the secondary ITE inspection

- Inspectors observed the teaching of 14 trainees in 12 schools during stage one of the inspection. They observed the teaching of 19 former trainees in 11 schools during stage one. At stage two, inspectors met with a further 27 former trainees in schools and another 18 at stage two. Over the two stages inspectors also met with headteachers and other senior leaders in schools, ITT coordinators, subject mentors, members of the Partnership Management Group and with course and subject leaders from the university.
- Inspectors looked at a variety of evidence of the partnership's work, including course handbooks, development plans, information on trainees' and former trainees' progress, and other outcomes, including completion and employment rates. Inspectors also considered trainees' teaching files where available, as well as evidence related to the partnership's self-evaluation.
- Inspectors took into account responses to the annual surveys of newly qualified teachers' (NQTs') views about their training and Ofsted's online questionnaire for trainees. Information about the partnership provided on the university's website was also considered.

Inspection Team

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Terry Russell, Ofsted inspector (stages one and two)
Davinder Dosanjh, Ofsted inspector (stage one)
Peter Humphries, HMI (stage two)

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- The cohesive training for trainees and former trainees in the secondary phase that prepares them well for employment as at least good teachers.
- The strong channels of communication that support the rigour of the training.
- The careful planning of learning and use of information from assessment by trainees and former trainees to promote good progress for most of their students.
- Trainees' and former trainees' very strong knowledge of their subjects and of the various curricula for the key stages relevant to their teaching.
- Trainees' and former trainees' confident and calm management of students' behaviour and the positive relationships that ensue in their classrooms.
- Trainees' and former trainees' highly professional and personal qualities, much valued by local and regional schools in which they are trained and work.
- The ambition of leaders and managers across the partnership to contribute to the development of the highest-quality education for young people across the city and the region.
- The partnership's quick response to external reviews of trainees' and former trainees' satisfaction with their training, so that it continues to improve.

What does the secondary partnership need to do to improve further?

The partnership should:

- Further develop training across the partnership to ensure that all trainees and former trainees are well equipped with a wider range of strategies to quicken the progress of the most-able students and the disadvantaged students in their classes.
- Implement securely the new systems recently put in place to strengthen the effectiveness of co-tutors and university tutors in the partnership's moderation of the assessment of trainees' progress throughout the training year.
- Use these new systems effectively to increase the proportions of trainees who leave the course as outstanding teachers.
- Ensure that all trainees and former trainees receive more sustained opportunities to plan, teach and assess students' work in the 16–19 age range.

Inspection judgements

1. The overall effectiveness of the University of Leicester Partnership is good. Leaders across the partnership are ambitious in their desire to contribute well-qualified and talented teachers to local and regional schools. The partnership provides a very supportive yet appropriately challenging training environment which trainees greatly appreciate.
2. All trainees and former trainees demonstrate highly professional and personal attributes and a strong aptitude for teaching. These qualities are recognised by both partnership and other schools, so that the majority of trainees and former trainees are quickly employed and retained in teaching posts in the locality and the region. Trainees and former trainees give high praise for the advice and support that the partnership provides to prepare them for interviews.
3. All trainees who complete their courses exceed the minimum standard for qualified teacher status. Outcomes for most trainees over the last four years were above average, but in the last two years they have been broadly in line with sector norms. This is because sector averages for attainment, completion and employment have improved at a faster rate than the provider's. The proportions of trainees who have interrupted their studies or withdrawn from their courses have reduced.

4. There are very few differences in the progress of different groups of trainees and former trainees. Nevertheless, partnership leaders recognise the need to intensify their efforts to ensure that male trainees of minority ethnic heritage achieve as well as others at the higher levels of attainment.
5. Trainees' and former trainees' understanding of the teachers' standards is good and these are regularly used in discussions with their mentors to measure their progress, but there are inconsistencies. While inspectors generally agreed with the partnership's assessment of trainees' progress at Stage 1 of the inspection, a small proportion of trainees were assessed too generously, especially at the boundary between good and outstanding teaching. The effective leadership and management of the partnership are reflected in leaders' swift actions in the short time before stage two to review and replace the model of assessment. At the same time, high-quality training has also been put in place to strengthen the roles of mentors and university tutors in the moderation of the partnership's assessment of trainees' progress throughout the year.
6. Headteachers and mentors value trainees and former trainees for their high levels of professional conduct and their preparedness to teach when they join their placement schools. They demonstrate resilience and resourcefulness, quickly settling into their schools and departments. Headteachers appreciate trainees' and former trainees' keenness to make a strong contribution to the wider life of the school.
7. Trainees' and former trainees show good understanding of safeguarding, including the risks for students from extremism and radicalisation, and life in modern Britain. Trainees and former trainees have a good understanding of how to foster students' spiritual, moral, social and cultural development.
8. Trainees and former trainees are extremely well organised and plan their students' learning well. Their marking of students' work is conscientious. Trainees and former trainees have good knowledge and understanding of the learning needs of particular groups of students, such as the disadvantaged, those who are disabled or have special educational needs and the most-able students. However, some trainees and former trainees are less confident to adapt their teaching, resources and methods of assessment to support and challenge such students.
9. Inspectors saw some examples of effective support by trainees and former trainees for students' literacy, but this varies across schools. Trainees' support for students to practise their mathematical skills was less evident and again dependent on the placement school.
10. Trainees' and former trainees' subject knowledge is a strength, contributing much to their confidence and good teaching. Subject knowledge is audited

at interview, then carefully tracked and supported throughout the training year. Trainees and former trainees particularly value their subject training and have great respect for the academic rigour and subject and pedagogical expertise of their tutors and mentors. Mentors and tutors are also highly regarded for their ready support for trainees and former trainees.

11. Training across the partnership is good. All aspects of the provision combine well together so that trainees and former trainees teach well. The training is supported by experienced and well-qualified tutors and mentors. Mentors and ITT coordinators speak highly of the professional development provided for them at partnership conferences and through regular visits from university tutors, especially when mentors are new. Many mentors take up opportunities within the partnership to develop their own practice further, through involvement in academic and classroom research. This enhances the high-quality training and good outcomes for trainees and former trainees.
12. Good communication and close links between partnership schools secure a smooth transition between each phase of the training. Partnership schools find course documentation clear and helpful. They feel that they have a voice within the partnership and appreciate the ready access to guidance and advice from tutors on the rare occasions when trainees struggle or things go wrong.
13. The same close communication assists the transition from initial teacher education into trainees' induction year into their first teaching post, especially since most former trainees are employed in partnership schools. Most career entry targets negotiated between trainees and their mentors on final placement ensure a confident start to induction for former trainees. In a few cases targets lack the necessary precision and, as a result, the former trainees' start to the induction year is not as efficient as it could be.
14. The NQT survey completed by former trainees and Ofsted's online trainee questionnaire reflects the high levels of satisfaction with their courses of most trainees and former trainees on the core PGCE route. However, a few trainees on the School Direct route were less satisfied with their school placements and less confident in some aspects of their teaching. The overwhelming majority of trainees and former trainees from both routes who met with inspectors were very positive about their training, including the contrasting placements they had experienced. They were sure that the partnership was committed to making their training even better.
15. Most, but not all, trainees and former trainees have sufficient opportunities for sustained teaching, planning and assessing post-16

students' work. Leaders have already secured strong commitment from partnership schools to ensure that all students have appropriate post-16 experience in the coming year.

16. Since the previous inspection, leaders have made a strong and successful commitment to involve partnership schools as fully as possible in decision making about the partnership's future. This commitment is reflected, for example, in the wide involvement of leaders from partnership schools in recruitment and selection processes, and in development planning and strategic management.
17. Leaders have also engaged positively in changes to the national landscape of teacher training, working closely with their School Direct partnerships. The partnership has worked hard to engage an increasingly wide variety of local and regional schools, including those in challenging economic circumstances and those that require improvement.
18. The partnership's rapid response to areas for improvement from the last inspection and from issues discussed with inspectors during stage one of the inspection clearly demonstrates its good capacity to improve further. Leaders have put in place measures to ensure transparency and accuracy in assessment processes and planned a sharper focus on training for accelerating the progress of disadvantaged and the most-able students. Leaders have also put in place a much more streamlined action plan capable of driving improvements much faster.
19. The partnership complies with the ITT criteria. All safeguarding and other statutory requirements for the promotion of equality and diversity and the elimination of discrimination are in place.

Annex: Partnership schools

The following schools were visited to observe trainees' and former trainees' teaching:

Stage 1

Guthlaxton College, Wigston
Ashby School, Ashby-de-la-Zouch
English Martyrs Catholic School, Leicester
Groby Community College, Groby, Leicester
Judgemeadow Community College, Leicester
Kibworth High School & Community Technology College, Leicester
Lutterworth College, Lutterworth
Manor High School, Leicester

Corby Business Academy, Corby
Leicester Grammar School Trust, Leicester
Moat Community College, Leicester
Leysland High School, Leicester
Saint Paul's Catholic School, Leicester
The Heathfield Academy, Leicester
Thomas Estley Community College, Broughton Astley

Stage 2

Moat Community College, Leicester
Arthur Mellows Village College, Peterborough
Etone College, Nuneaton
Hastings High School, Hinckley
Toot Hill School, Nottingham
Brockington College, Enderby, Leicester
New College, Leicester
Babington Community College, Leicester
Kingsthorpe College, Northampton
Ashby School, Ashby-de-la-Zouch
The Cedars Academy, Birstal, Leicester

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