

The Learning Centre Bexley

Local authority

Inspection dates

16–18 May 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for learners	Requires improvement
Adult learning programmes	Requires improvement
Provision for learners with high needs	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a provider that requires improvement

- The impact of leadership and management on securing successful outcomes for learners is insufficient.
- Recent management arrangements have not allowed the team to share improvement information sufficiently; important strands for development are not pulled together well enough.
- Low attendance and poor punctuality by a large minority of learners are impeding their progress and achievement.
- Achievement rates in subjects leading to qualifications vary too much and are too low overall.
- Teaching, learning and assessment require improvement in all provision types.
- The development of high-needs learners' employability skills, other learning and therapies are not coordinated well enough.
- A significant minority of learners do not develop their English and mathematics skills rapidly enough.
- The recognition and recording of prior learning and target-setting for learners are not robust enough to support progress for all learners.

The provider has the following strengths

- The strategic board has a clear vision and mission, with learning very firmly linked to the wider local authority context.
- Partnership working is particularly good and extensive.
- Caring and motivated tutors nurture an inclusive learning environment in which learners feel safe, build confidence and self-esteem, and share ideas and opinions freely.
- Leaders have developed the curriculum to align it more closely with local needs, with an increased focus on courses to develop work-related skills.
- Learners benefit from well-maintained equipment and facilities.
- Learners with special educational needs or disability make good progress relative to their starting points.

Full report

Information about the provider

- The Learning Centre Bexley (TLCB) is a large further education and skills provider based on one large main site and two smaller high street sites in the London Borough of Bexley. In addition, TLCB provides learning opportunities in a range of community venues, schools and children's centres across the borough. Since the previous inspection, TLCB has extended its provision and now offers adult learning, study programmes for 16- to 19-year-olds, high-needs provision, traineeships and apprenticeships. The numbers on study programmes, traineeships and apprenticeships were too few to grade as provision types as part of this inspection.
- The majority of learners access adult learning programmes. Learners on English for speakers of other languages (ESOL), English and mathematics courses account for a third of all adult learners.

What does the provider need to do to improve further?

- To achieve improvement in the quality of provision and outcomes, ensure that the senior management team and the strategic board comprehensively review TLCB's performance, using effective self-assessment and action planning for all of the provision, and the outcomes of a rigorous scheme of lesson observations.
- Focus more attention on raising learners' awareness of the importance of attendance and punctuality so that they value their place on their course, maximise their learning opportunities, make good progress and achieve.
- Provide a clear and comprehensive overview of the individual programmes for high-needs learners, including the provision for work experience and therapies, to ensure a coordinated and complementary programme of study and support.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Since the previous inspection, when TLCB's overall effectiveness was good, leaders and managers have not ensured sufficient improvement and have not maintained the quality of important aspects of the provision. Also of particular concern is the poor attendance of learners in too many lessons.
- In spite of this, leaders and managers have achieved much in the three years since the previous inspection, especially in regard to securing the financial position of TLCB, restructuring senior management and further developing TLCB's role in meeting the needs of the borough and its local communities, including relevant new course development. They have also provided learners with excellent new accommodation and resources for their studies, with locations conveniently positioned across the borough.
- As at the previous inspection, leaders and managers promote a clear vision for TLCB, which is well understood by staff, and a strategic plan which identifies priority lines of development. TLCB's work is highly valued by borough councillors and senior local authority officers. Its work is central to the borough's wider plans to meet the needs of its residents and in promoting employment and well-being. For example, managers made the significant strategic decision to introduce provision for high-needs learners, as part of the borough's 'Local Colleges First' initiative to better meet their needs within their local environments. Leaders and managers are ensuring that they are involved in the pan-London discussions to determine the future structure of post-16 education and training.
- Since the previous inspection, prompted in great part by the need to best manage slim resources, there have been two restructurings of TLCB's management. The most recent change, due to be implemented in the week after the inspection, is well conceived, producing a simplified management structure and improved lines of communication. Three enthusiastic, experienced and able programme leaders will manage curriculum managers. They will also have overall responsibility for key cross-TLCB aspects, such as quality improvement and the scheme for the observation of teaching, learning and assessment. These two areas have not received the strategic level of attention and analysis they require over the last nine months.
- Leaders and managers do not have a comprehensive and fully accurate view of TLCB's performance and of what they need to do to further improve. Their self-assessment of TLCB's strengths and weaknesses overestimates the quality of teaching, learning and assessment and the quality of outcomes for learners.
- Well-structured curriculum area self-assessments, with sound associated priority action plans, show a generally good understanding of the quality of provision. However, as at the previous inspection, self-assessment and quality improvement planning for TLCB as a whole are incomplete. While there is a high-level strategic and quality improvement plan, largely used by the strategic board, there is no comprehensive overall self-assessment. As a result, important and common messages from the curriculum assessments are not systematically brought together; comprehensive analysis of performance is absent, and leaders and managers lack a summary of priorities for action to improve.
- Inspectors did not find the high proportion of consistently strong teaching, learning and assessment which TLCB's observation process indicates. Inspectors noted considerable variations in the quality of teaching and learning. Managers make good use of the outcomes of their observations to identify common themes for staff development and to identify tutors who need help to improve. Performance management of staff is effective.
- Managers' partnerships are extensive and excellent and serve the learners and the wider community well; many of them stem from TLCB's essential role within the borough. They work well with higher education, local schools on various projects, and community centres, to deliver health and well-being courses.
- Working closely with senior leaders within the local authority, managers are increasingly ensuring the relevance of the curriculum to learners and local communities by matching local labour market needs and prospective economic regeneration. The advisory board, made up of representatives from local communities and interest groups, is a valuable forum for managers to understand learner and community views. Its chair sits on the strategic board.
- Leaders and managers continue to prioritise the promotion of equality in this diverse community. Learners and staff work in harmonious and supportive environments. Leaders' and managers' actions have achieved greater participation by under-represented groups and vulnerable learners. For example, they enable learners aged 15 and 16, whose prime language is not English, who study both at TLCB and at a local school, to improve their life and work opportunities in the UK. Managers and staff understand the performance of different groups of learners and have been successful in closing the majority of gaps in performance.

■ The governance of the provider

- The strategic board, which includes chief and deputy chief borough officers, the TLCB principal and deputy principal and the councillor holding the education portfolio, plays the central role in determining the strategy and direction of TLCB and in holding its managers to account. Members contribute high levels of expertise and knowledge to the work of the board.
- The chair of the board, the deputy director of education, line manages the principal of TLCB, providing a valuable additional conduit for planning and exchange of information.
- The board fully considers the role of TLCB within its local communities and has clearly determined the priorities for TLCB.
- The board has successfully placed considerable emphasis on securing the finances of TLCB and on securing its capacity to sustain provision in the future. However, the work of the board in monitoring the quality of provision and outcomes for learners requires further development. While they are aware of key overall trends in these areas, they do not challenge senior managers sufficiently in such areas as the inconsistency in the quality of teaching, learning and assessment, learners' outcomes and poor attendance.

■ The arrangements for safeguarding are effective

- The arrangements for safeguarding are effective. Safeguarding is well managed and implemented and statutory requirements are well met, all within the context of the borough's secure infrastructure for safeguarding. Members of the strategy board understand their safeguarding responsibilities well.
- Managers maintain very good links with expert staff within the borough and work in close partnership to seek advice and to address issues.
- Training for staff is comprehensive and up to date. Managers have produced their own bespoke online training, to ensure that it meets its own particular context. Tutors and learners know what action to take should they be concerned about any safeguarding-related issue. Learners are successfully encouraged to raise any issues with staff.
- Leaders and managers are making sound progress with the implementation of TLCB's prevention of terrorism risk assessment plan, to ensure compliance with the 'Prevent' duty. Nearly all staff have received training appropriate to their role. Learners are not yet sufficiently aware of what 'Prevent' means to them.

Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment require improvement in all provision types. Learning varies too much, ranging from purposeful and interesting to dull. The progress that learners make during lessons is not sufficient on too many programmes. Attendance is sporadic on a significant minority of courses, and in a few cases lateness disrupts the start of lessons. Consequently, the majority of learners do not progress sufficiently well over time.
- On leisure and vocational courses, most tutors inspire and challenge their learners, who work with concentration and focus in lessons through interesting, well-structured and purposeful activities. This is not always the case on all other programmes, with too few tutors providing extra tasks for the most able learners to take them to the next level of learning. Tutors do not always make sure that learners participate fully and do not reshape tasks and explanations well enough to build on less able learners' strengths. As a result, too few are ready to take their exams on a few vocational programmes and only a quarter of ESOL learners have achieved part of the qualification in this current year. A significant minority of learners do not develop their English and mathematics skills rapidly enough.
- The recognition and recording of prior learning and target-setting for learners are not robust enough to support progress for all learners. The identification of learners' starting points is not effective enough on a large minority of leisure programmes to ensure that all learners develop a sufficiently broad knowledge of the subject. On a significant minority of other programmes, staff do not use the detailed initial assessments sufficiently well to plan and set targets to meet individual learner needs and to monitor progress for all learners. Consequently, on too many courses, the most able learners do not progress at levels of which they are capable and the less able learners often struggle to keep up with the pace.
- Empathetic tutors provide encouraging and constructive verbal feedback during lessons and this helps learners persevere and understand what they need to do to make further improvements. However, in a significant minority of cases, written feedback is insufficiently detailed and developmental. During the inspection, the correction of poor spelling and grammar was not effective and tutors did not systematically provide sufficient guidance to help learners to improve their written work and achieve higher grades. Tutors do not always provide information on aspects of the programmes in a timely manner to ensure that learners have sufficient time to prepare for work-related activities and for exams.

- Learners benefit from well-maintained equipment and facilities, and from the increasing amount of useful learning materials posted on the virtual learning environment for independent learning. The majority of learners make good use of websites and interactive online resources to extend learning and complete research work. Most tutors are well qualified and experienced, encourage learners to support one another well and ensure that learners enjoy their lessons. Learners benefit from staff's knowledge of the industry on vocational studies and from a wide range of expertise in the large majority of leisure programmes.
- Many learners benefit from a good range of visits to community venues such as libraries and museums to develop their subject knowledge. They participate in charity and fundraising activities. Employers participate in improving their apprentices' technical and employability skills and in raising learners' expectations. However, learners on other programmes, such as young learners on the study programme, do not have access to a range of extra-curricular activities to enable them to increase their confidence and develop a broader understanding of life in the UK and of other cultures.
- Support for learners who need extra help is effective on the large majority of courses and this helps learners to stay on programmes and complete their tasks. On the study programme, the progress of young care leavers is discussed with parents, as appropriate, carers and social workers through joint working with local authorities. The very small numbers of current apprentices benefit from good training and support from their teachers and employers. Personal support is strong and includes financial help for essential learning materials, referrals for counselling, re-housing and debts, and much effective support in completing council forms and writing letters to energy providers.
- Leaders have developed the curriculum to align it more closely with local needs, with an increased focus on courses to develop work-related skills. For example, the unemployed with language needs now benefit from an ESOL course to develop their communication and literacy skills.
- Caring and motivated tutors nurture an inclusive learning environment in which learners feel safe, build confidence and self-esteem, and share ideas and opinions freely. For example, on English courses learners contribute to the group newsletter, and produce reflective pieces of writing on topical issues such as freedom of speech and the rule of law. Although learners enjoy their harmonious learning communities and staff and tutors respect others, tutors do not always fully exploit situations to develop learners' understanding of equality and diversity and critically reflect on topical issues.

Personal development, behaviour and welfare

require improvement

- Managers and tutors do not promote the importance of good attendance and punctuality sufficiently. As a result, too many learners do not develop these important behaviours. Low attendance and poor punctuality by a large minority of learners both in the TLCB site and on community learning venues is impeding learners' progress and achievement.
- Courses planned in the community do not always fully meet the needs of the families that attend. While neighbourhood learning courses enable learners to gain good personal and social skills and the majority of learners go on to further learning, family learning courses are not planned and taught well enough to ensure that families who would benefit most attend.
- Access to popular and well-established courses for new learners can be too difficult. Learners wishing to attend community learning classes cannot always gain a place. Learners who try to enrol on craft courses for the first time, such as clothes making, often find that current learners, who enrol repeatedly, have filled all the available spaces and there is a considerable delay before they can start.
- Although learners develop knowledge and technical skills well during their courses, tutors do not ensure that they have sufficient opportunity to develop other work-related skills. Outside of formal English and mathematics sessions, too few tutors help learners develop their English, mathematics or wider employability skills or help them understand the value of these skills in the context of work and their everyday lives.
- Learners say they feel safe and are safe. They are aware of what action to take if they have concerns. Tutors have had training on promoting British values and the dangers of radicalisation, and classrooms display awareness-raising posters. However, learners are not yet confident in their understanding of these issues.
- An increasing number of learners receive timely and valuable support. Managers provide a very broad range of support, such as additional learning support and social, welfare and financial support including grants from TLCB's own charity fund. This ensures that learners are able to remain on their courses.
- Learners benefit from effective impartial careers advice and employment-related information and support. TLCB's partnership with the national careers service enables learners to have access to good initial advice and guidance, ongoing employment skills support such as curriculum vitae writing, and support to progress in their learning or on to employment at the end of their course.

- Staff create an inclusive environment where learners of all ages, abilities and cultures respect each other, gain confidence socially and are keen to support each other.
- Learners on vocational accredited courses, such as hair and beauty and early years, achieve valuable qualifications which support them well to gain employment or change their career. Adult learners on a wide range of courses, such as craft, acquire a love of craft and a good level of technical skills, many of which they have aspired to learn for a long time.

Outcomes for learners

require improvement

- The proportion of learners who stay on courses and achieve their qualifications varies too much. For adults, who are the vast majority of learners, the achievement rate last year was below that for similar providers and the national rate for all providers. This reflects the performance in a large minority of subject areas and specific courses; for example, for entry-level programmes in literacy, achievement rates have fallen over the previous three years by 10 percentage points. Entry-level achievement rates for numeracy were low in 2014/15. Achievement rates for independent living and leisure skills at entry level and adult literacy and numeracy at level 1 have also declined over the previous three years. For level 2 learners in literacy, achievement rates were improving but have declined more recently.
- Although managers have made considerable efforts to close achievement gaps, the achievement rates for Black African learners were seven percentage points below their peers last year. Too few 16- to 18-year-olds successfully achieve a grade C or above at GCSE; a small minority of adult learners achieve high GCSE grades.
- For non-accredited learning programmes, which represent the bulk of the provision, retention rates are good and the vast majority achieve their main learning aims.
- In 2014/15, for the small number of 16- to 18-year-olds, achievement rates were adequate and just in line with expectations. For ESOL learners at level 1, achievement rates were high; achievement rates in numeracy at level 2 have improved over the past two years.
- Efforts to close achievement gaps for different groups of learners have been successful for the majority of groups. Achievement gaps have closed for learners with special educational needs or disability, who now achieve as well as their peers. Mixed heritage learners have high achievement rates well above their peers.
- In creative arts, craft and vocational subjects, the standard of learners' work is high. Learners are proud of their achievements and enjoy sharing their achievements with their peers. Displays of art and craft work showcase learners' achievements well; learners enjoy their learning.
- Learners make good progress in creative arts and crafts classes. Learners rapidly acquire technical skills and enthusiastically practise and hone these well. They demonstrate a thirst for knowledge as they develop good independent research skills. Progress in other subject areas is hindered by poor attendance and, on a minority of courses, tutors do not have high enough expectations of most-able learners; therefore, these learners are not making the progress of which they are capable.
- TLCB has struggled to follow up learners' destinations and tried a number of methods. Of 3,300 learners followed up last year, just over a quarter progressed to a higher level of study at TLCB or on to further and higher education.

Types of provision

Adult learning programmes

require improvement

- TLCB currently has 1,746 learners on adult learning programmes across three sites and 43 community venues including four schools and two children's centres. Half of the learners study externally accredited courses and almost all learners work at entry levels, level 1 and level 2. Learners on ESOL, English and mathematics courses account for a third of the learner cohort.
- Learning on ESOL, English and mathematics programmes varies too much. Too few learners benefit from effective teaching and assessment practice. The pace of learning is often too slow and activities do not always sufficiently challenge the most able learners, and the less able learners do not always participate fully. Staff do not have sufficiently high expectations of all adult learners.
- A significant minority of adult learners do not achieve their learning aims rapidly enough. Attendance on a significant minority of adult learning programmes is sporadic. Lateness on a minority of courses disrupts learning and is not sufficiently challenged by tutors. Learners on the large majority of ESOL courses and many on English and mathematics courses do not attend sufficiently well and do not make sufficiently rapid progress.
- Although learners benefit from effective information and initial assessment to ensure that they study on

the appropriate level course, the identification of learners' starting points is not always thorough enough and is not always used to plan effective learning. Too few learners benefit from challenging individual learning goals and from effective progress reviews to help them to identify progress and to guide them on what they need to do next.

- While verbal feedback to learners is constructive and encouraging, written feedback is not sufficiently developmental to ensure that learners understand what they need to improve and to support independent learning. Consequently, learners do not systematically correct errors and improve their work to achieve higher grades.
- The large majority of adult learners enjoy their lessons, are motivated and work collaboratively. They feel safe and display respect for each other and their tutors. They respond well to tutors' questions and share ideas and viewpoints confidently. Learners develop their self-confidence well.
- Learners develop a wide range of skills. ESOL learners use their new language skills at work, in their personal lives or in their communities, improving their independence. Learners on English courses develop their literacy and communication skills well and those on mathematics courses improve their confidence and ability to complete calculations.
- On vocational courses, learners widen their knowledge of the industry, develop good vocational skills and achieve their qualifications. On community programmes, learners make good progress during lessons, develop a wide range of practical skills and techniques, and use them confidently. For example, in modern foreign language lessons, learners make good use of their time to improve fluency and accuracy and to widen their knowledge of cultural traits in the target language.
- On visual and performing arts programmes, learners produce work of a high standard, and develop their understanding of art and crafts techniques and of the wider world of art. For example, in a digital photography lesson, learners produced high-quality photographs, while in an embroidery class, learners made rapid progress as a result of careful and technically skilled demonstrations by their teacher and the good use of technology. In a singing lesson, learners worked well as a team following instructions carefully and precisely to achieve a joyful sound, including harmonies.

Provision for learners with high needs

requires improvement

- TLCB has 118 learners with special educational needs or disability on discrete foundation learning programmes: 11 are funded as high-needs learners; a further four high-needs learners are attending programmes across a number of local providers. The provision of the vast majority of learning is through part-time courses, where high-needs learners combine courses to create a larger full-time programme. Thirty-nine learners receive support from TLCB to attend mainstream courses.
- The quality of teaching and learning varies too much. In too many classes, learners do not receive an appropriate level of support for their specific needs; for example, learners have to wait their turn for support despite a large number of support staff within the classroom. Tutors do not always challenge the behaviour of personal assistants employed through external sources to provide support both in, and outside of, classes. This is despite seeing them complete work for learners, discuss social arrangements, eat in sessions and spend time on their phone, to the detriment of supporting learners.
- Initial assessment for high-needs learners on entry is insufficiently comprehensive. Where learners are following courses for the first time, they do not benefit from a systematic process of measuring their starting points to enable subsequent progress to be measured. Target-setting for new learners is underdeveloped and does not support the recording of small steps of progress.
- The development of learners' employability skills requires improvement. Staff have no formal overview or sufficient responsibility for the work-related aspect of a learner's programme and as such the provision of different aspects of the programme is delivered in isolation. This does not allow for the different elements of the programme to support each other. Similarly, although the need for specialist support, including speech and language development and other therapies, is identified in a learner's education, health and care plan, therapies are delivered in isolation through the partnership and not coordinated by TLCB.
- Teachers do not adequately support learners in developing literacy and numeracy skills, which impedes their progress in a minority of lessons. For example, they did not support learners sufficiently to complete worksheets which contained text at a reading level higher than the learners' reading ability.
- The majority of teaching is energetic and challenging. Learners are given tasks that are appropriate for their needs, and can measure and record their own progress and learning. Learners in a drama session overcame their anxieties and fears through good support and preparation from TLCB staff to perform in front of a large and generally unknown audience. The majority of tutors have high expectations of learners, plan effective learning, and work well with learning support assistants and with personal assistants.
- Tutors work closely with parents, carers, the local authority and other partners to prepare learners for courses at TLCB. A taster 'link' course at a local special school ensures familiarity with the TLCB prior to

enrolment. Learners settle quickly into the learning environment, and many progress towards independence. Managers have rigorous reporting systems for annual reviews to ensure parents, carers and the local authority are aware of learners' needs and progress.

- Tutors make extensive use of individual learner plans to recognise and record progress and achievement. They regularly gather learner feedback, and provide helpful comments on learners' work to enable them to improve. However, they do not correct errors in learners' spelling, grammar and capitalisation sufficiently and their own writing occasionally includes spelling mistakes.
- Learners feel safe in the TLCB environment and talk openly about the support they receive. Learners participate in a wide range of practical activities that prepare them to live independently. These activities build up good life skills and healthy eating habits. Tutors focus well on developing learners' confidence in speaking and listening, but do not sufficiently develop learners' mathematical skills.

Provider details

Type of provider	Local authority
Age range of learners	14+
Approximate number of all learners over the previous full contract year	5,370
Principal/CEO	Rosie Eaglen
Website address	www.TLCBexley.ac.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	44	638	11	218	1	33	0	32
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	1	0	0	0	0	0	0	0
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14–16	7 part-time							
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"> ■ None 							

Information about this inspection

Inspection team

Rosy Belton, lead inspector	Her Majesty's Inspector
David Martin	Her Majesty's Inspector
Marinette Bazin	Ofsted Inspector
Patricia Collis	Ofsted Inspector
Alun Maddocks	Ofsted Inspector

The above team was assisted by the principal of TLCB, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

