

# Barnfield College

General further education college

## Inspection dates

16–19 January 2018

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	16 to 19 study programmes	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>	Adult learning programmes	<b>Good</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>	Apprenticeships	<b>Inadequate</b>
Outcomes for learners	<b>Requires improvement</b>	Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection		Requires improvement	

## Summary of key findings

### This is a provider that requires improvement

- Leaders do not effectively monitor learners' progress, particularly those on study programmes.
- Although improving rapidly in 2016/17, the achievement of learners on study programmes is not yet good.
- The provision for apprenticeships is inadequate and has declined in quality for the last three years.
- Attendance and punctuality are not good enough to ensure that all learners make the required progress; learning is disrupted by late-comers.
- The majority of learners do not benefit from independent and impartial careers advice and guidance.
- Although improvements have been made in teaching, for example through the observation process and greater sharing of best practice, teaching is not good enough across all subjects.
- In too many instances, teachers fail to challenge learners, in particular the more able, to make good progress and achieve the high standards of work of which they are capable.
- Leaders do not collect and use robust information to monitor the quality of provision accurately and plan appropriate actions to secure improvements.
- Leaders do not collect and use reliable data on the destinations of learners to enable them to understand the impact of their provision and plan their curriculum effectively.

### The provider has the following strengths

- Leaders' actions to improve teaching have resulted in demonstrable progress for some groups of learners as indicated by the increased achievement rates of study programme learners during the previous year.
- Good provision for high needs learners ensures that most achieve and make good progress.
- The majority of learners develop good practical vocational skills, particularly in workshop sessions.
- Most adult learning teachers use highly effective teaching techniques to enable learners to make good progress.

## Full report

### Information about the provider

- Barnfield College is a small to medium-sized further education college located on two campuses, both situated adjacent to largely residential areas, in the north of Luton. Around 60% of learners at the college are from Black and minority ethnic groups and this figure is higher than that for the local general population. Achievement rates for pupils aged 16 studying GCSE mathematics and English in Luton are well below national rates.
- Luton has considerably higher levels of deprivation than its neighbours in Bedford and Central Bedfordshire. Luton is in the top 20% nationally of most deprived local authorities. Unemployment rates and the number of families claiming benefits are higher than the national level.

### What does the provider need to do to improve further?

- Secure high-quality teaching across all areas of the provision by teachers:
  - challenging learners to make good progress from their starting points
  - checking that all learners fully understand, and can apply, what is being taught in lessons, particularly the underpinning theoretical principles and concepts
  - providing feedback on marked work that gives clear guidance on how learners can improve their work.
- Ensure that learners attend their lessons regularly and on time.
- Urgently improve the quality of apprenticeships provision so that apprentices complete successfully their programmes and make good progress by:
  - ensuring that employers are involved fully in the planning of and contribution to the training programmes and the reviewing of apprentices' progress
  - planning programmes effectively so that apprentices progress quickly and complete their training in their planned time.
- Improve leaders' collection and use of information in order to:
  - secure a precise understanding of the quality of all aspects of provision for learners and ensure that subsequent actions secure sustainable improvements
  - better understand the destinations of learners so that leaders know the impact of their provision and are then able to plan their curriculum effectively.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not done enough to secure good provision and good achievement. Although improvements have been made in teaching, learning and assessment, for example through the observation process and improved sharing of best practice, teaching is not good across all areas of the college. Too many teachers demonstrate weaknesses in their craft of teaching. As a result, too many learners do not make the progress that they are capable of, or achieve their qualifications. This was a weakness at the previous inspection.
- Actions by leaders, managers and staff to improve attendance have not yet had sufficient impact, and attendance rates remain low. This is despite the increased efforts made by staff to communicate to learners and their parents and carers the importance of attending regularly and punctually. As a result, too many lessons are disrupted by low attendance and poor punctuality, and too many learners do not achieve their learning goals. This was also a weakness at the previous inspection.
- Although there has been improvement in the teaching of English and mathematics, particularly in vocational areas, overall achievement of English and mathematics functional skills and GCSE qualifications remains low. Too many learners and apprentices do not improve their English and mathematics skills.
- Managers have been too slow in rectifying the significant range of weaknesses in apprenticeships provision. As a result, too many apprentices do not make timely, good progress.
- Leaders and managers do not collect and use robust data and information to enable them to track and identify the progress of learners from their starting points. As a result, managers cannot identify whether learners are on target to achieve their minimum targets and achieve their qualifications.
- Leaders do not collect and use reliable data on the destinations of learners. As a consequence, leaders do not know the full impact of their provision and are not able to plan their curriculum effectively.
- Although leaders have reduced significantly the number of subcontractors that they work with, and those selected to continue working with have a history of securing very high achievement rates, insufficient checks are in place to ensure the quality of their provision.
- Leaders' actions to improve teaching have resulted in demonstrable progress for some groups of learners. For example, leaders' data indicates a marked rise in overall achievements for learners aged 16 to 19 on study programmes in the last academic year. Outcomes are improving for learners studying English and mathematics and those with experience of local authority care and in receipt of bursaries.
- Leaders and managers are working proactively to improve further their existing strong links with local schools, local communities, the local enterprise partnership and employers and the local authority to provide a curriculum which meets the current and future skills needs of the area.

## The governance of the provider

- The governing board has a good balance of skills and expertise, and governors understand well the college's strengths and areas for improvement. They strongly support the leaders' vision for the college, and now hold leaders stringently to account for ensuring improving outcomes for learners. Since the membership of the board was revised recently, more governors with sound understanding of further education have been appointed; as a result, this has further strengthened their scrutiny of the quality of provision.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff and governors are subject to rigorous employment checks, and complete safeguarding and 'Prevent' duty training before taking up their posts. Safeguarding arrangements are carefully integrated within pastoral support for learners. Learners feel confident to raise any concerns they may have, for example relating to anxieties, and rapid, effective action is taken to support learners. Where learners require more specialist help, the college has very close and extensive links with specialist external agencies. Any arising safeguarding concerns are followed up effectively to full resolution. However, a few minor health and safety issues are not rectified swiftly in practical workshops.
- The student engagement team is highly effective in supporting staff to facilitate constructive, open discussion with learners surrounding sensitive topics and issues such as forced marriages and transgender issues.
- Learners have a good awareness of the dangers of extremism and radicalisation and know how to keep themselves safe, including online. Staff have effective links with the 'Prevent' duty agencies, and the 'Channel' panel. Within the local community, the college has now become a 'hate crime reporting centre' providing the local community with a good support and resource centre.

## Quality of teaching, learning and assessment

## Requires improvement

- Too many teachers do not teach theory effectively, and this slows learning and hinders learners' progress. Teachers do not ensure that all learners participate in lessons. Learners struggle to remember and apply learning. For example, too many learners studying English for speakers of other languages (ESOL) courses are unable to use suffixes in sentences without their teachers' overt help.
- Not enough teachers check sufficiently what learning has taken place during lessons. Teachers do not deploy effective questioning techniques that include all learners or reinforce learning. Too many teachers, particularly of study programmes and apprenticeships programmes, do not set relevant learning activities to check whether learners understand and can apply relevant theory.
- Teachers do not challenge the most able learners on study programmes to achieve their full potential. They do not stretch learners, for example with relevant extension tasks, to augment their understanding, knowledge and skills. As a result, these learners often become bored and lose interest in the topic.

- Most teachers do not provide learners with sufficiently developmental feedback. After marking work, they rarely give learners enough information about how they could improve their work and make better progress. As a consequence, learners do not understand what they need to do to achieve better marks in tests or higher grades in assignments. For example, learners studying on the motor vehicle course were instructed to review their notes to find out where they have lost marks rather than identifying the specific areas they need to concentrate on.
- Too many teachers do not reinforce best industry health and safety practice in practical workshops. They do not challenge learners' working practices, for example in ensuring that floors are kept clear of tools, cleaning fluids, outdoor shoes and litter or work safely around hanging electrical cables. In a few workshops and classrooms, learners are not challenged to work safely on workbenches and tables that are close together. As a result, carpentry learners make contact with each other's elbows and bodies when sawing wood.
- Apprentices do not have enough opportunities to develop their English, mathematics and information, communication and technology (ICT) skills. As a result, apprentices do not develop effectively these skills, particularly at advanced level.
- Too many teachers do not have a good understanding of their learners' starting points to set realistic and challenging targets and provide teaching that meets learners' English and mathematics needs. Too many learners are not aware of their targets to improve their English and mathematics skills.
- The majority of teachers, particularly of adult learning provision, plan and set effective group activities where learners work productively, solve problems and learn to work in teams. These learners benefit from good peer learning, where often they challenge or critique each other's work. Childcare learners work adeptly in pairs to understand effectively the different foods that children from a range of cultural backgrounds would eat. Beauty therapy learners use peer- and self-assessment evaluations after manicuring nails to identify accurately their own areas for development.
- The majority of teachers use their considerable industry experience to enhance most learners' practical skills development. Apprentices benefit from effective learning at work from their employers to help them develop a range of industry-specific skills, including customer service. In a construction lesson, learners improved greatly their understanding of sustainable building processes by analysing incisively their value when compared with more cost-effective techniques.
- The majority of vocational teachers on study programmes successfully promote the value of mathematics. This helps learners develop useful mathematical skills in a meaningful context. For example, motor vehicle learners studying courses at level 2 calculate proficiently to cost jobs, component parts, tax and labour accurately.
- Teachers of adult learning provision use highly effective teaching approaches to enable most learners to make good progress. They provide teaching that augments learners' skills and knowledge development. In particular, adult learners develop good communication skills and gain in confidence. For example, adult learners studying ESOL courses improve their vocabulary through carefully staged and highly relevant speaking and listening activities.
- Teachers set high expectations for learners with high needs. Their teaching pays much attention to improving learners' work-related, literacy and numeracy skills; as a

consequence, learners make good progress from their starting points and develop good independent working skills.

## Personal development, behaviour and welfare

## Requires improvement

- Learners' attendance is low, having declined in the current year. In particular, learners' attendance in mathematics, English, music and construction lessons is very poor.
- Too many learners are late to lessons, which disrupts their learning and that of their peers. This often delays the start of lessons or makes the learning objectives unclear, which wastes time and interrupts learning.
- Too many study programme learners do not benefit from external work experience. Managers have increased the proportion of learners with a planned placement but too many learners do not know if or when or where they may complete work experience. Too often, learners' work experience takes place too late in the year to enhance learning for their main qualification. Although learners with high needs complete work experience, too often this lacks a clear focus on appropriate skills development.
- Not enough learners or apprentices benefit from independent and impartial careers advice and guidance. Only a minority of learners accessed independent careers advice and guidance in the previous year. Managers have recently recruited new student services staff to help address the gap in recruiting suitably qualified and experienced careers advisors, but this has yet to secure the required impact.
- Too many learners do not produce theory work to a good standard. However, most learners develop good practical vocational skills and knowledge. During practical workshops and through learning in 'real work' environments, learners gain valuable vocational skills and produce good standards of work. Apprentices develop good practical skills at work that often complement their main qualification.
- Learners have a good understanding of the dangers of radicalisation and extremism. In the previous year, managers took positive action in response to a minority of learners' concerns about their personal safety. They recruited more campus officers to patrol all areas of the college and increased the number of closed-circuit cameras; as a result, learners feel safe in all areas of the college's campus. The bullying intervention group, comprising learners, external specialists and staff, strives to eliminate bullying at the college. They promote staff's and learners' awareness effectively and provide helpful mentoring and support for those being bullied. Apprentices demonstrate a good understanding of how to apply safety and security at work, including how to respond to potential terrorist threats.
- Learners behave well in lessons and towards their peers and teachers. The majority of learners who attend demonstrate good attitudes to learning. The team of highly visible campus officers reinforce good behaviour within communal areas and intervene appropriately at an early stage should low-level disruption occur. Learners are respectful of each other and collaborate well during group activities.
- Learners receive good support to help improve their welfare and well-being. Staff help learners to overcome personal and emotional problems so they are better able to continue their studies. Initiatives, such as the behaviour support workshops and team of volunteers, help learners manage their emotions more effectively and integrate well in the

college community.

- Learners develop a good appreciation of British values through well-devised tutorial activities. They can explain well the importance of tolerance and respect in a meaningful context. The student engagement team works productively with tutors to raise awareness of British values. As a consequence, asylum seekers attending the college are supported effectively to adapt to living in Britain.

### Outcomes for learners

### Requires improvement

- Not enough learners on study programmes and apprentices are making good and timely progress in their learning. Too many teachers do not set targets with their learners that challenge them to excel.
- Leaders' data indicates that a greater proportion of learners enrolled on study programmes completed their courses successfully in the last year than previously. However, too many younger learners do not achieve. The proportion of adults who achieve their qualifications has been consistently high over the last few years. Too many apprentices do not achieve their programmes or achieve in their planned timescales.
- Learners who receive bursaries and those who been looked after or are in care now fare as well as their peers. There are no significant achievement gaps between other groups of learners studying at the college. Learners enrolled on level 3 study programmes do not make the progress from their starting points that similar learners studying in similar colleges make.
- Although increasing, too many learners do not achieve their English and mathematics GCSE or functional skills qualifications. The proportion of learners who achieve continues to decline in some subject areas, including health, public services and care and ICT for adult learners and business administration for 16- to 18-year-olds.
- Most learners progress from entry- and foundation-level programmes to higher levels of study. Leaders do not collect or use reliable data on the destinations of learners. Although a very high proportion of learners who respond to the college survey report a positive destination, leaders do not understand how this reflects on the total learner population.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- A total of 1,174 learners aged 16 to 19 follow vocational study programmes. Just over a half of all learners study at level 2, a quarter at entry level and level 1, with the remainder enrolled on level 3 courses. Leaders' promotion of high expectations and endeavour to promote improvement is demonstrated in the recent increase in achievement rates for learners. However, too many teachers do not enable their learners to make the progress of which they are capable.
- Leaders do not ensure that provision meets fully the required study programmes principles. They do not make sure that all learners who will benefit from work experience do so. Though the volume of such opportunities is increasing, too many learners are not provided with the chance to improve their work-related skills and prepare well for future



employment. For example, few learners enrolled on construction and ICT courses benefit from external work placements.

- Teachers do not challenge learners to make good progress. In too many lessons, teachers do not teach theory effectively and, as a result, learners struggle to grasp abstract ideas and concepts and do not improve their knowledge, understanding and skills. Not enough teachers enable learners who fall behind in their studies to catch up quickly or enable the most able to excel.
- Not enough teachers use questioning and assessment effectively to ensure that their learners understand topics to then apply knowledge and skills proficiently. Too much of teachers' feedback on marked work does not inform learners sufficiently to know how to improve their work. Too many teachers do not enable learners to improve their writing skills; their work is not routinely corrected for spelling, grammar or punctuation errors.
- Not enough learners receive high-quality impartial careers guidance to prepare them for their chosen next steps. Although the majority of learners participate in interviews that focus on their intended destinations after leaving the college, too few have a sound understanding of options available to them to enable them to make well-informed decisions about their future plans.
- Teaching is more successful when teachers use a range of innovative teaching techniques to ensure that learners produce a good standard of work. These teachers ensure that learning support assistants are purposefully deployed to help targeted learners improve their skills and make good progress.
- Staff use their industrial experience well to enhance most learners' practical skills development. A good range of work-related activities in workshop sessions, participation in skills competitions and visits to employers enable the majority of learners to improve their employability and wider skills.

## Adult learning programmes

**Good**

- Just under 1,000 adults study predominantly part-time courses at the college. Leaders and managers are working to improve further their existing strong links with local authorities, employers and community organisations.
- Leaders and managers have established good relations with local communities. For example, a greater proportion of women of south Asian origin than previously now use the college and its outreach centres to improve their English language and vocational skills. Sewing and pattern making courses are now very popular and have proved successful in helping learners gain employment or start small businesses.
- Most adult learners improve their confidence throughout their time at the college. Learners who study access to higher education courses, many of whom have often not been in formal education for many years, make good progress, produce high-quality work and develop the research and study skills needed to progress successfully to university.
- Most learners are making at least the progress expected of them. Teachers monitor learners' progress effectively and often set ambitious targets that challenge learners to work hard both in and out of lessons, including completing research activities at home.
- Most teachers provide teaching that meets the needs of a broad range of adult learners



and motivates them to advance their learning. For example, teachers of ESOL courses utilise a broad range of stimulating resources to make learning relevant for learners wishing to progress into careers in teaching, social care and fashion design.

- Not enough teachers effectively use questioning and assessment techniques to check the understanding of all learners and ensure that they have opportunity to make swift progress in lessons. More-vocal learners often dominate group activities and debates to the detriment of others.
- Teachers do not make clear their expectations on attendance and punctuality. In too many lessons, learners arrive back late from breaks. As a result, this disrupts the continuity of learning and restricts the progress that some learners make.
- Teachers do not promote the use of mathematics in vocational subjects. Teachers too readily provide learners with answers to questions without providing them with sufficient time to problem-solve independently.
- Not enough learners benefit from impartial careers guidance that enables them to develop clear and realistic plans for the future.

## Apprenticeships

## Inadequate

- A total of 260 apprentices follow framework programmes in eight subject areas, of which just over half study at intermediate level. Around four tenths of all apprentices are aged 16 to 18. Leaders do not plan and manage provision to meet fully the principles and requirements of apprenticeships.
- Assessors do not carry out assessment of apprentices' prior learning to determine their starting points accurately and ensure that they make good progress. Too many apprentices are unclear about the progress that they are making or are capable of. They rely too heavily on their assessors' and trainers' feedback and do not manage their own learning sufficiently to ensure completion of their programmes in the planned time.
- Managers and staff have not ensured that employers engage in all aspects of the training or help monitor apprentices' progress and enable them to excel. A few employers have a good understanding of apprenticeship programmes and support their apprentices sufficiently to ensure that they succeed. Too few employers are involved fully in reviews of apprentices' progress and in the setting of meaningful targets to ensure that their apprentices are well motivated and make swift progress. As a result, their progress towards completion is often too slow.
- Progress-tracking arrangements and target-setting are weak. Staff, apprentices and employers do not have an accurate understanding of apprentices' progress, skill and knowledge development. Staff often intervene at too late a stage to help apprentices improve their work. Targets focus on unit completion rather than the requisite industry-specific skills.
- Marking of apprentices' work is technically accurate but seldom promotes how apprentices may improve their work further, or how they might improve their written English, mathematics or ICT skills.
- Assessors do not intervene effectively to ensure that all apprentices at risk of falling behind are supported and challenged to make good and timely progress. Too many

apprentices who have passed their planned completion time do not have robust action plans to help ensure rapid completion of their programmes.

- Staff do not focus sufficiently on ensuring that apprentices improve their English, mathematics and ICT skills. Apprentices have too few timetabled opportunities to improve these skills, nor are they encouraged to practise these essential employment skills in the workplace.
- Apprentices' attendance at their 'off-the-job' learning sessions is erratic and low.
- Apprentices' standards of practical work in the workplace are good. Trainers and assessors use their considerable industry knowledge and experience to provide practical skills training that motivates most apprentices and ensures that they develop the necessary skills to undertake their job roles. Assessors ensure that apprentices know precisely what to do to improve their practical skills following assessment in the workplace.

### **Provision for learners with high needs**

**Good**

- At the time of inspection, 59 learners were enrolled on courses. A total of 37 learners were studying discrete foundation learning provision and a further 22 were following a wide range of study programmes at all levels.
- Managers use the funding for learners with high needs well. As a result, most learners develop new skills, build their confidence, make good progress and successfully achieve their qualifications. Managers ensure that appropriate specialist support, schools and parents contribute effectively to developing personal programmes that build upon learners' prior attainment, increase their independence and enable them to develop employability skills effectively.
- Productive partnerships with local authorities and schools ensure that learners transition well to the college. College staff attend reviews and parents' evenings at schools, and make links with learners up to two years before commencing college. They provide opportunities for learners to attend taster sessions and for parents to visit and become aware of the college environment before the start of the programme. As a result, learners are placed on the right course at the right level and make good progress from the outset of their courses.
- Teachers have high expectations of learners and support them successfully to achieve their personal goals. Teachers are enthusiastic and good advocates for learners. Teaching in the discrete provision is focused, challenging and appropriate to learners' needs. Most teaching is well planned and promotes the value of English and mathematics skills through practical projects and community involvement. For example, learners hone their mathematics skills through understanding stock rotation, best-before dates and the handling of money through enterprise projects.
- Teachers encourage learners to participate in class, contribute to classroom discussion and communicate with unfamiliar adults in a range of community settings, including enterprise activity, work placements and community events, which enable learners to develop their communication skills.
- Learners on discrete provision develop very good independence skills. Their programme of study involves regular interaction with the local community, and learners make good

progress in their understanding of the world around them, including use of money, independent travel and their ability to communicate their needs effectively.

- The supportive internship programme enables learners to improve their work-related skills from appropriate employment opportunities; as a consequence, many learners progress to employment. However, too many learners not yet ready to take up an internship but who participate in work experience placements do not benefit from sufficient direction and support in the workplace.
- Teachers and support practitioners work effectively to provide good and appropriate support to enable most learners to advance their knowledge, understanding and skills without overt and unnecessary intervention.
- Learners receive good, impartial advice and guidance. Many learners have ambitious plans for their future, and these are realistic and achievable. Learners on the internship programme are supported effectively by a job coach with links to local disability support and supported employment programme schemes.
- Weaker teaching does not meet learners' needs well or enable them to make good progress. Too many learners enrolled on a range of study programmes at all levels across the college are not challenged and supported effectively to augment their learning. Consequently they fall behind with their studies and lose interest.

## Provider details

Unique reference number	130599
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	3,721
Principal/CEO	Mr Tim Eyton-Jones
Telephone number	01582 569569
Website	<a href="http://www.barnfield.ac.uk">www.barnfield.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	323	553	571	221	275	23	5	191
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	84	59	20	86	0	11		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	n/a							
Number of learners for whom the provider receives high-needs funding	59							
At the time of inspection, the provider contracts with the following main subcontractors:	Aztak Solutions Maybe Magazine Free2learn							

## Information about this inspection

The inspection team was assisted by the vice-principal, transforming curriculum and learning, 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 learners 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.

## Inspection team

Tim Gardner, lead inspector	Her Majesty's Inspector
Alan Winchcombe	Ofsted Inspector
Kanwaljit Dhillon	Ofsted Inspector
David Baber	Ofsted Inspector
Martin Bennett	Ofsted Inspector
Alun Maddocks	Ofsted Inspector
John Evans	Ofsted Inspector
Janet Rodgers	Her Majesty's Inspector

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

### **Learner View**

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](http://www.learnerview.ofsted.gov.uk).

### **Employer View**

Employer View is a 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](http://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 children looked after, 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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018