

LTE Group (The Manchester College)

General further education college

Inspection dates

28 January – 1 February 2019

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

Summary of key findings

This is a good provider

- Leaders have an ambitious strategy for the college that they align carefully to the needs of the Manchester city region. They plan a highly effective curriculum offer.
- Since the previous inspection, leaders and managers have overseen improvements in the quality of education they provide.
- A large majority of students demonstrate good behaviour and develop good social, personal and employability skills.
- Teachers support students very effectively. As a result, many of those who have struggled previously in education achieve well.
- Almost all students, including a high proportion of those who have high needs, benefit from effective work-related learning and high-quality work experience activities.
- A high proportion of students achieve their vocational qualifications. A high proportion of students on study programmes and a very high proportion of adult students achieve their functional skills qualifications.
- Most current students make good progress from their starting points, with a small minority making better than expected progress.
- Too few students consistently attend their lessons as expected. A small minority of students do not arrive at their lessons on time.
- Teachers do not use information about students who have high needs well enough when they plan and deliver learning. As a result, these students do not develop the skills for adult life of which they are capable.
- The proportion of students who improve their grade in GCSE English and mathematics and achieve a grade 4 or above is too low.
- The small number of students on study programmes following A-level courses do not make the progress expected of them from their starting points.

Full report

Information about the provider

- Learning Training and Employment (LTE) Group is the parent group for The Manchester College. The group also includes a university centre, an offender learning provider, a corporate training and development company, and a training provider specialising in apprenticeship training. Since the previous inspection, The Manchester College has stopped delivering apprenticeships. As a result, there were no apprenticeships in scope for this inspection.
- The Manchester College operates over nine sites in the city of Manchester. It is the largest provider of further education in the Manchester city region. As well as offering further education courses in a wide range of subject areas, the college also delivers employer training and higher education.
- Compared with the rest of the country, Manchester is an area of high social deprivation. As of September 2018, the rate of unemployment is higher in Manchester than in the rest of the North West, and higher than the rate for England. A lower proportion of the population is qualified at level 2 and above than in other regions of England, and 11% of the population have no qualifications. In 2017/18, the proportion of pupils in the local authority who achieved GCSEs at grade 5 or above in English and mathematics was lower than the national average.

What does the provider need to do to improve further?

- Improve attendance, particularly in English and mathematics, by making sure that teachers have appropriately high expectations for students that closely reflect workplace demands.
- Ensure that students who have high needs develop the personal skills they need for adult life, rather than teachers planning and delivering learning that focuses too narrowly on the requirements of qualifications.
- Ensure that a much higher proportion of students studying GCSE English and mathematics achieve a grade 4 or above.
- Ensure that teachers of A-level courses plan and deliver learning that is high quality so that a much higher proportion of students achieve their full potential.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have taken swift action to rectify most of the weaknesses found at the previous inspection. They have improved the quality of the education for students on vocational study programmes. Similarly, leaders have improved the quality of education for students who have high needs. As a result, achievement rates are now high and a greater proportion of students make good progress from their starting points.
- Senior leaders have a very clear and ambitious strategy for the college. Senior leaders and governors have maintained very strong strategic partnerships with stakeholders. They use these partnerships astutely to develop a highly effective curriculum. They ensure that the objectives of their '2020 strategy' align closely with the needs of students, businesses and communities of the Manchester city region. For example, staff work with a construction company which is leading the refurbishment of Manchester town hall, to ensure that level 3 students have an understanding and awareness of heritage skills.
- Leaders have created a culture of aspiration, support and challenge for staff and students. Leaders challenge staff to improve their teaching practice. The introduction of 'The Deal' successfully highlights the expectations that staff have for their students. As a result, most students develop the behaviours that they need to be successful in their future careers.
- The college subcontracts with one provider that engages students from the most disadvantaged wards within Manchester. Managers monitor the performance of the subcontractor closely to ensure that students are making the progress expected of them.
- Arrangements to improve the quality of teaching, learning and assessment are effective. Leaders have appointed heads of quality for each department with a brief to improve teachers' practice, raise the quality of students' work and ensure that students make strong progress from their starting points. The introduction of achievement tutors ensures that students receive support that enables most to make good progress. However, leaders and managers have not yet eradicated the weaknesses in teaching, learning and assessment that have an impact on a small number of lessons.
- Leaders and managers identify and tackle underperformance effectively. They use a rounded approach to judging teachers' performance, considering a range of information. Managers carefully select professional development opportunities to address identified areas of weakness. Teachers who do not improve their practice leave the college.
- Leaders and managers have a broadly accurate view of the quality of education students receive. They recognise most of the areas for improvement found during the inspection. However, the targets within leaders' quality improvement plan do not clearly identify the intended impact of actions taken. As a result, leaders have been too slow to effect improvements in some underperforming areas of the college, such as in A levels and animal management.

The governance of the provider

- The LTE Group corporation board has overall responsibility for the quality of education and training at The Manchester College. The board has effective arrangements to delegate operational oversight of the quality of education to the further education board.
- Governors have a good understanding of the strengths and areas of weaknesses that still require improvement. They have an appropriate range of skills and expertise, such as in finance, and knowledge of the local needs, that enable them to carry out their role effectively. Governors challenge and support the leadership team well to bring about improvements in the quality of education and training students receive.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers ensure that effective and comprehensive safeguarding arrangements are in place, including suitable pre-employment checks. All staff have a strong focus on ensuring that students are safe and provide highly effective support for those students who are most at risk.
- Leaders and managers react swiftly to any safeguarding concerns. They work highly effectively with partner agencies across the city of Manchester, including the police and the Local Safeguarding Children Boards. Teachers deal effectively with any safeguarding concerns they identify. They follow carefully designed procedures to escalate their concerns to specialist safeguarding leads, if necessary.
- Leaders, managers and staff understand well the risks that students encounter from extremist groups and possible radicalisation. They work assiduously with students from 'at-risk' groups to re-engage them into education. However, too many adult students do not understand how to recognise the signs of radicalisation and extremism.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations of students. They support them well in their studies and encourage them to be ambitious. Students who fall behind attend weekly booster sessions to improve their progress. Teachers inform parents and carers frequently about students' progress and involve them well in their children's learning.
- Experienced vocational teachers, most of whom have current industry experience, use their expertise well. They ensure that students develop the skills they need to be successful in their chosen careers. Students enjoy their learning and develop useful practical and theoretical skills. They develop resilience and learn how to solve problems. As a result, students develop their practical skills to a good standard. For example, level 2 business students learn how to use a balance sheet and make calculations; and adult students on music technology learn about balance, pan and equalisation, which helps them mix music to professional standards.
- Most teachers plan vocational lessons effectively. They build on prior learning and link theory and practice effectively. Teachers of students who have high needs use their expertise to help students develop good practical and vocational skills. Adult students develop a good grasp of technical and vocational terminology. Students articulate

confidently the new skills they have learned and how to apply them. This is particularly evident in childcare, beauty therapy, music technology, and in access to higher education lessons.

- Students take pride in their work. They produce written and practical work that is at least of an appropriate level for their qualification. Students produce particularly high standards of practical work in dance, where they learn high levels of warm-up skills and learn how to develop their dance routines. Students on entry-level multi-skills learn to lay bricks to a professional standard.
- Most students benefit from effective feedback that enables them to improve their practical and written skills. Teachers identify clearly weaknesses in students' work. They set precise targets that help students to develop their practical skills, and spelling and grammar. Adult students benefit from useful and detailed oral feedback. However, a minority of teachers of adults within vocational areas do not provide feedback on written work to help their students understand what it is they need to do to improve. This impedes these students from making more rapid progress.
- Staff use what they know about students' prior learning effectively. They use effectively the results of initial assessment, practical skills tests and – for students who have high needs – information within education, health and care (EHC) plans, to make sure that students start and continue on the correct courses. They identify accurately any additional learning needs that students have. They make sure that students receive the help they need to succeed.
- Teachers ensure that students develop their mathematical skills well in vocational lessons. For example, level 3 engineering students explain clearly the context and use of logic gates. Students develop strong speaking, listening and communication skills during their time at college. Teachers help students who have high needs to develop effective speaking and literacy skills. These help them communicate with staff and their peers. Well-qualified functional skills teachers support effectively students taking English and mathematics functional skills qualifications. Most achieve their qualifications.
- Teachers promote equality effectively. For example, performing arts students debate the use of positive discrimination in the film industry. Teachers raise awareness of diversity through detailed discussions and debates in the classroom. For example, health and social care students discuss confidently the 'rule of law' in terms of smoking in care homes.
- A small number of teachers do not consider the needs of individual students closely enough when planning and teaching lessons. Students in these classes all complete the same work at the same level, which does not suit the range of abilities and prior learning in lessons. Teachers do not provide students who finish their work quickly with more challenging tasks to complete. As a result, the most able students do not make the progress they are capable of. A few students struggle with the level of the work set because it is too difficult.

Personal development, behaviour and welfare

Good

- Students improve their behaviour, social, personal and employability skills very well through the implementation of 'The Deal'. Staff work effectively with students to help them improve their levels of behaviour. They set and agree targets and provide any

personal or academic support as required. Students benefit from developing their confidence and self-esteem. This improves their future employment prospects. As a result, students demonstrate good behaviour at college.

- Leaders have focused effectively on ensuring that the college ethos is based on careers not courses. Students receive impartial careers advice and guidance that is effective in helping them make informed decisions regarding their future careers or further learning opportunities.
- Almost all students, including a high proportion of those who have high needs, benefit from effective work-related learning and high-quality work experience activities. Students benefit from working in large organisations, such as the NHS and Manchester international airport. As a result, they gain valuable experience in areas such as customer service, working alongside colleagues and timekeeping skills. This prepares them well for sustained employment.
- Students improve their vocational knowledge and skills through participation in a wide programme of enrichment activities. For example, business students organise charity events making and selling sweets. This helps them understand the principles of profit and loss. Media students visit the Bolton film festival to improve their knowledge of professional film making.
- Students improve their awareness of the benefits of leading a healthy lifestyle. Enrichment activities have an appropriate focus on the promotion of healthy eating and the benefits of personal fitness. For example, students made useful contributions to discussions regarding the problems around obesity in the workplace and its effect on productivity. A high proportion of students participate in the physical activities college staff provide, such as dancing, football, basketball, badminton, and yoga.
- Students have an effective understanding of British values, equality and diversity. They work and study in a diverse and inclusive college environment and treat each other, staff and visitors with respect. Most students demonstrate good behaviour and respond positively when, on rare occasions, staff need to challenge them to improve their behaviour.
- Too few students consistently attend their lessons as expected. Leaders, managers and staff have implemented strategies to improve attendance, and have a relentless drive in supporting students to attend more regularly. However, attendance is still below the target leaders have set for attendance. For example, attendance on construction courses and for English and mathematics classes for all age groups remains lower than for most other subject areas.
- A small minority of students do not arrive at their lessons on time and ready to make a positive contribution to the lesson and their learning.

Outcomes for learners

Good

- Almost all current students make good progress from their starting points, with a small minority making better than expected progress. Level 3 vocational students make good progress from their starting points.
- A high proportion of students achieve their academic and vocational qualifications across

all ages. There are no significant achievement rate differences for any groups of students

- The proportion of adults who achieve their qualifications in award, certificate, diploma and English for Speakers of Other Languages (ESOL) courses is high. However, the proportion of adults achieving qualifications at level 2 is just below that of similar providers. The proportion of students achieving Access to HE qualifications, while improving, is too low.
- Most students who have high needs make at least expected progress in achieving their personal targets from their starting points. A very high proportion of students who have high needs follow accredited programmes. Their achievement rates are high.
- Almost all students on study programmes, adults, and students who have high needs remain in education, employment or training after they finish their courses. The proportion of unknown destinations has significantly reduced since the previous inspection. Leaders now know what almost all students do after they leave college.
- Students on vocational study programmes produce work that is at least at the expected standard for the level of their course. Around two thirds of students on level 3 vocational programmes achieve high grades. However, not enough students on level 1 and level 2 studying graded qualifications achieve a high grade.
- A very high proportion of adult and study programme students achieve their functional skills qualifications. Students who arrive at the college with a grade 3 (or equivalent) in GCSE English and/or mathematics retake their GCSEs, with all other students studying functional skills. The proportion of students who improve their grade in GCSE English and mathematics and achieve a grade 4 or above is too low.
- Although accounting for a small proportion of students on study programmes, those studying A levels do not make the progress expected of them from their starting points. While improving, not enough students achieve high grades in their A levels.
- Although achievement rates for study programmes and adult learning programmes are high, achievement rates are too low for students of all ages in animal care and social sciences and for adult students in engineering, construction and arts and media.

Types of provision

16 to 19 study programmes

Good

- There are approximately 4,500 students on study programmes. Courses are available in a broad range of vocational subjects, with a small number of A levels offered. Just under half of students are studying at level 3. Around a third of students are studying programmes at level 2. The remaining students are on study programmes at or below level 1.
- Leaders and almost all teachers have high expectations of what students can achieve in their lessons, in their course, and in their future career. They intervene effectively to support the progress and achievement of students. As a result, almost all students make good progress from their starting points.
- Students are ambitious for their future progression. They can articulate their plans to progress to the next level of study or employment. For example, many level 3 students

aim to progress to prestigious universities in fields relating to their course. Staff support students well to have realistic career aims.

- Students take English and mathematics courses at a level appropriate to their prior attainment. Students also develop strong mathematics and English skills within their vocational lessons. Students develop strong mathematical skills appropriate to their vocational course. For example, level 2 motor vehicle students can calculate the boiling point of water in relation to brake lines. Students use and explain appropriate specialist language and improve their ability to spell correctly. For example, in A-level sociology, students were able to apply the sociological research to the concepts they were explaining.
- Most teachers plan and deliver learning activities to build on prior learning. They use questioning effectively to check students' understanding and then tailor lesson tasks accordingly. A few teachers use technology very effectively to check students' learning, for example using electronic quizzes to test students' knowledge of topics taught.
- Most students benefit from specific feedback. This includes the use of targets that help them to improve their vocational skills and develop their spelling and grammar. Feedback frequently directs students to work towards higher grades, and teachers provide good support for students to do this.
- Students demonstrate good professional, vocational and technical skills. Students benefit from industry-standard facilities. Teachers keep their industry skills up to date, by either working part time in a relevant industry, or completing industry-specific training.
- In a few lessons, teachers' expectations of what students can achieve are too low. Teachers do not provide students with sufficiently challenging activities. They do not take the opportunity to extend the learning of the most able.
- A small number of teachers plan and structure learning activities poorly. They do not plan to build on individual students' prior learning or make effective use of assessment information. They do not check learning sufficiently well. As a result, students in these lessons make slower than expected progress.

Adult learning programmes

Good

- There are approximately 5,750 adult students. Courses are available from pre-entry level to level 4 in ESOL, English and mathematics, Access to Higher Education, and a broad range of vocational subjects. Around a third of students are on ESOL programmes at entry and level 1.
- Leaders and managers have developed a coherent strategy for the different strands of adult learning they deliver to address local economic and social needs. They plan the curriculum for adult students very effectively to enable them to progress from entry level to level 4 across a wide range of vocational and academic pathways.
- Managers have worked to good effect with the local authority to increase provision to meet the rising demand for courses for non-English speakers in the city. They offer these students a full programme of study that develops their English, mathematics, digital and employability skills. Many students use the skills acquired on these programmes to continue on to a vocational qualification.

- Leaders and managers have developed productive partnerships to engage the most disadvantaged residents into learning. For example, the college works with the Prince's Trust and Manchester Cathedral to run programmes that enable adults furthest from the labour market to start to improve their confidence. As a result, students develop behaviours that will prepare them better for future employment or to take up volunteering opportunities.
- Teachers use a broad range of teaching and learning activities to motivate and engage students to develop their skills and knowledge. On level 3 vocational programmes, students identify the skills development of their peers through role play. In ESOL classes, students develop their understanding of how to use modal verbs by explaining to each other the principles of healthy eating. Students on level 2 programmes are encouraged to use their mobile phones to research health and safety topics.
- Teachers on ESOL courses check learning effectively using direct questions and discussions. As a result, they can accurately measure progress against the learning aims of the session and set students targets to enable them to make further progress. ESOL students set their own targets alongside those of their teachers.
- Students develop their practical mathematical skills well in vocational classes. For example, students on catering and patisserie courses use multiplication, division and percentages to work out the unit costs of the cakes and pastries they make.
- Teachers on access to higher education programmes ensure that students develop the independent learning skills they need to study at university. They prepare students to submit high-quality applications to universities. As a result, a very high proportion of students receive offers from their first-choice university.
- Students develop strong employability skills through their qualifications and through a wide range of enrichment activities. For example, a group of patisserie level 3 students used the prize money they had been awarded for winning the 'Entrepreneurs of the Year' competition to buy in some bespoke training from a chef at a prestigious hotel. A significant proportion of students on work-based academies with the health service and other major employers secure employment through these programmes.
- A minority of teachers within vocational areas do not provide feedback to help their students understand what it is they need to do to improve. This impedes these students from making more rapid progress.
- Too few teachers plan and deliver extension activities to enable their most able students to develop their skills and knowledge more quickly and to a higher level.
- A small minority of ESOL students are placed on the wrong level of course based on their existing skills and knowledge. As a result, these students do not make the progress of which they are capable.
- Teachers provide insufficient support to students whose first language is not English on vocational courses at levels 2 and 3 so that they develop the writing and comprehension skills they need. As a result, they struggle to understand the theoretical concepts underpinning the technical skills they are learning.

Provision for learners with high needs

Good

- There are approximately 300 students who have high needs studying at the college. The vast majority of students are studying accredited qualifications. Around two thirds of students are studying vocational or academic study programmes, with the largest number of students studying in engineering, construction, arts and media. The remaining students are studying programmes specifically designed for students who have high needs.
- Teachers use their expertise well to support students to develop good practical and technical skills. Students make particularly good progress in developing vocational technical skills in practical engineering and construction workshops. For example, motor vehicle students can replace faulty tyres and test exhaust systems to industry standards. Teachers use activities that enable students to develop effective speaking and listening skills that help them to communicate effectively with staff and peers.
- Leaders and managers use high-needs funding effectively to support students to overcome barriers to learning and make progress. They work well with employers, specialist services and the local authority to develop a curriculum that includes a wide range of internal and external work experience opportunities.
- Well-planned and well-managed transition arrangements ensure that students adapt quickly to college life. Transition staff use the results of initial assessment, prior learning and students' EHC plans effectively to ensure that students are on the appropriate programme and to inform quickly support that meets their individual needs. Students receive good careers education, advice and guidance to help them make informed choices and realistic plans. Students who need it are prepared in advance through helpful travel training that enables them to travel independently to college and supported internship workplaces on public transport.
- Specialist staff provide good personal support for students. A whole-team approach ensures that students are supported well. Students develop confidence and independence and understand what they need to do to improve. Students use helpful assistive technology and online learning materials to develop independent learning skills and keep on track on their course.
- Students develop English writing and practical mathematics skills to an appropriate standard. They develop useful skills that they need for employment and life after college. Managers and staff focus on the promotion of English and mathematics in lessons and across the curriculum. This supports students to appreciate the links between English and mathematics, and their everyday lives.
- A high proportion of students benefit from a broad range of work experience opportunities that supports them to develop an awareness of the expectations of work. However, a small proportion of students have yet to complete or plan internal work placement. The students who have not completed internal work experience are not developing their work-ready skills as strongly as they could.
- Teachers on supported internships provide high-quality learning and assessment opportunities for students. Students develop good work-related and organisational skills that help them move on to their next steps. Managers work with large employers, enabling students to undertake a broad range of job roles. For example, students work in retail outlets and as meet-and-greet ambassadors at the local hospital.
- Students feel safe. They have an appropriate awareness of risks to personal safety and know whom to contact if they have concerns, including in workplace settings. They

understand the risks posed from using the internet and the importance of social media privacy settings. Managers ensure that students on supported internships receive appropriate supervision in the workplace. Students know who to go to if they have concerns and follow safe working practices in public areas.

- Students enjoy their learning. Most follow qualifications that reflect their interests and job aspirations. This helps them to develop realistic plans for the future. Most make expected progress and achieve their personal development goals. A small proportion of students successfully develop the skills to achieve more challenging adult life objectives. Almost all students who have high needs remain in employment, education and training, or move into supported living after they complete their study with the college.
- Too often, teachers in vocational or academic subject areas do not use information recorded in students' EHC plans and personal objectives to plan and deliver learning that supports students to make progress in developing the skills for adult life of which they are capable. They focus too much on the completion of tasks needed to pass units towards completing qualifications.
- Leaders and managers monitor frequently the progress students make. They hold middle managers to account for providing support for the students that staff identify as being at risk. However, they do not have a clear oversight of the progress that students make on all aspects of their programme – particularly the technical skills and behaviours students develop from their starting points in preparation for work or adult life.

Provider details

| | |
|---|--|
| Unique reference number | 135524 |
| Type of provider | General further education college |
| Age range of learners | 16+ |
| Approximate number of all learners over the previous full contract year | 12,768 |
| Principal/CEO | Lisa O'Loughlin/John Thornhill |
| Telephone number | 03333 222444 |
| Website | www.tmc.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 or above | |
|---|--|-------|----------|-------|---------|-------|------------------|-----|
| | 16–18 | 19+ | 16–18 | 19+ | 16–18 | 19+ | 16–18 | 19+ |
| Total number of learners (excluding apprenticeships) | 989 | 2,532 | 1,512 | 1,868 | 1,993 | 1,265 | 2 | 67 |
| Number of apprentices by apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16–18 | 19+ | 16–18 | 19+ | 16–18 | 19+ | | |
| | – | – | – | – | – | – | – | |
| Number of traineeships | 16–19 | | 19+ | | Total | | | |
| | – | | – | | – | | | |
| Number of learners aged 14 to 16 | – | | | | | | | |
| Number of learners for which the provider receives high-needs funding | 314 | | | | | | | |
| At the time of inspection, the provider contracts with the following main subcontractors: | Greater Manchester Fire and Rescue Service | | | | | | | |

Information about this inspection

The inspection team was assisted by the vice principal for quality and standards, 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

| | |
|---------------------------|-------------------------|
| Ken Merry, lead inspector | Her Majesty's Inspector |
| Steve Hunsley | Her Majesty's Inspector |
| Andy Fitt | Her Majesty's Inspector |
| Tracey Mace-Akroyd | Her Majesty's Inspector |
| Elaine Price | Her Majesty's Inspector |
| Charles Searle | Her Majesty's Inspector |
| Tracey Baron | Ofsted Inspector |
| Maura Cummins | Ofsted Inspector |
| Tanya Evans | Ofsted Inspector |
| Susanne Maher | Ofsted Inspector |
| Clare Russell | Ofsted Inspector |
| Louise Tipping | Ofsted Inspector |
| Jane Young | Ofsted 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. 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

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

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.

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.

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/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.gov.uk/ofsted

© Crown copyright 2019