

# Coventry University

Higher education institution

## Inspection dates

26–29 March 2019

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

## Summary of key findings

### This is a good provider

- Senior managers and governors have worked very effectively to address all of the recommendations arising from the previous inspection.
- Well-qualified and enthusiastic lecturers use their academic and vocational knowledge well to inspire learners and apprentices to develop good academic and vocational skills.
- Lecturers use a broad range of activities and resources which enables most learners and apprentices to make good progress from their individual starting points.
- Learners who require additional support quickly receive the help and assistance they need to develop their skills and confidence.
- Learners benefit from very good impartial careers guidance and, as a result, make accurate and informed decisions about their next steps.
- Since the previous inspection, there has been a steady and sustained improvement in achievement rates for learners across all types of provision, age groups and levels of qualification.
- The great majority of learners on study programmes and access to higher education courses move on to a range of positive destinations, including higher education and/or employment.
- A small minority of the most able learners on access courses and apprentices in operations management and paralegal programmes do not make the progress of which they are capable.
- A small minority of adult learners do not have a fully developed understanding of British values or how these relate to them and the communities in which they live.
- Learners' attendance remains too low on some access to higher education courses at the Coventry campus. Punctuality in the foundation art and design course requires improvement.

## Full report

### Information about the provider

- Coventry University is a higher education institution offering a wide range of undergraduate and postgraduate awards to over 36,000 learners, including a significant body of international students. The university's curriculum incorporates a range of further education programmes, including a foundation art and design study programme delivered by the Faculty of Arts and Humanities at the Coventry campus. Coventry University's subsidiary company, the CU Group, offers the access to higher education diploma at the CU Scarborough and CU Coventry campuses.
- Since the previous inspection the university's provision has expanded to include a range of standards-based apprenticeship programmes at level 3 and above, some of which are offered through the CU Group. The university also sponsors a local multi-academy trust that includes a sixth-form college; this was not within the scope of this inspection.

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

- Continue to improve learners' attendance and punctuality by taking effective action when they are absent or late to their lessons.
- Managers should improve the quality of teaching, learning and assessment in a small minority of lessons by:
  - ensuring that teachers routinely use information regarding learners' and apprentices starting points to set demanding individual targets and plan challenging learning activities that enable all to achieve their full potential
  - ensuring that learners and apprentices know the progress they are making and receive clear guidance on what they need to do to improve.
- Ensure that managers and teachers provide adult learners on access to higher education courses with a secure and well-developed understanding of how British values relate to them personally and the communities in which they live.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders, supported by governors, have tackled all of the areas for improvement identified at the previous inspection. They quickly put in place improvements to the management structure, strengthened teaching, learning and assessment, and introduced new quality assurance processes. These have led to rapid improvements in learners' experiences, their progress and achievements.
- Leaders have created an ethos that effectively holds all staff to account for the quality and outcomes of their work, while giving them the autonomy to take responsibility for their actions. They have dealt with the few instances where the quality of teachers' work was below standard or did not enable learners to achieve their potential. As a result, the quality of teaching, learning and assessment has improved rapidly.
- Senior leaders' assessment of the quality of provision is accurate. Strong and effective oversight by the academic and course quality enhancement management boards ensures that the monitoring of academic performance and standards is relentless.
- Leaders' assessment of the provision is comprehensive, inclusive and evaluative. Targets in the quality improvement plans are ambitious and realistic. Senior leaders and governors monitor progress and update plans regularly and use them to support improvements across the provision.
- Teachers benefit from a wide and comprehensive range of staff development, individual coaching and targeted interventions to improve specific aspects of their teaching practice. As a result, the majority of teachers improve their skills and extend their confidence in promoting a positive culture of learning that motivates learners and apprentices to achieve.
- Leaders manage equality and diversity effectively. They have analysed data on learners' outcomes in detail and taken actions that have narrowed achievement gaps between different groups of learners.
- Senior leaders and managers have developed practical policies to promote social mobility. Generous financial bursaries enable learners from disadvantaged communities to benefit from opportunities to learn and move on into higher education or apprenticeships.
- Leaders ensure that the promotion of English and mathematics has a high priority. Leaders, managers and teachers champion the improvement of English and mathematics skills for all learners. They ensure that learners benefit from the extensive range of academic support services offered across the university. As a result, learners and apprentices successfully extend their confidence and abilities in these essential skills.
- Leaders and governors have developed a range of partnerships that are highly beneficial to learners, employers and the local community. They work very closely with a number of external organisations, including the combined authority, to ensure that the university's curriculum is closely aligned to current and future skills requirements.
- Managers' excellent relationships with employers have supported the successful introduction of the new apprenticeship provision and the expansion of beneficial additional experiences for learners on study programmes. The skills and knowledge that

learners gain through the broad and varied curriculum support them to continue into further learning or sustained employment.

- Senior leaders use a broad range of data to identify performance at course, curriculum and campus level. However, leaders do not have easily accessible information to inform their understanding of course performance between publicly funded learners and fee-paying learners, particularly on access to higher education courses.

### **The governance of the provider**

- Governors are committed to the success of the university and have a very clear understanding of their roles and responsibilities. They have a good balance of business and financial skills, experience and expertise. Governors contribute well to setting the strategic direction of the university and its vision and values.
- Governors provide effective support and challenge to leaders which have resulted in significant improvements to the quality of provision. They receive appropriately detailed reports about the university's further education provision to enable them to ask pertinent and challenging questions of leaders. Governors have a good understanding of the strengths and weaknesses across the institution.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Senior managers responsible for overseeing the university's duties for safeguarding young people and vulnerable adults are well trained and effective in carrying out their responsibilities. They have created a culture that enables learners and apprentices to feel safe.
- Designated safeguarding leads have developed effective working relationships with a range of external agencies. All safeguarding cases are closely managed, and managers take appropriate action to learn how safeguarding practices could be enhanced.
- Leaders and managers carry out detailed and rigorous recruitment checks on staff to ensure their suitability to work with learners and apprentices. The central register of the checks on staff is thorough and up to date. Staff and governors receive regular update training in safeguarding.
- Managers have trained all staff in the 'Prevent' duty and how to identify and support learners who exhibit signs that they may be at risk of radicalisation or extremism. External speakers to the university are carefully vetted both by the students' union and university managers.

### **Quality of teaching, learning and assessment**

**Good**

- Most teachers use information about learners' and apprentices' previous knowledge and starting points very effectively to support them during their learning. Staff identify learners and apprentices who need additional learning support quickly. Teachers liaise effectively with specialist support staff to ensure that learners overcome barriers to learning and make progress comparable to that of their peers.
- Teachers and assessors are well qualified and have relevant teaching and vocational

experience. They use their extensive knowledge and expertise to structure learning activities well, ensuring that most learners and apprentices benefit from imaginative, well-structured and interesting lessons.

- Teachers have high expectations of learners and apprentices. As a result, most demonstrate good knowledge of their subjects and produce a high standard of work. For example, on access to higher education courses, learners quickly develop skills such as interpretative analysis, critical evaluation and self-reflection. They confidently apply these to their learning. On apprenticeship programmes, apprentices develop good technical and vocational skills that prepare them well for the workplace and their immediate job role.
- The majority of teachers provide feedback that is clear, developmental and effectively leads to learners improving their writing and analytical skills in subsequent assignments. Teachers encourage learners who would benefit from additional support with their writing to use the university's academic writing service. Uptake of this is high.
- Most teachers develop learners' and apprentices' English skills in lessons so that they have the skills and confidence to communicate effectively. Learners and apprentices use technical terminology and abbreviations accurately. For example, adult learners on the access to health and human sciences courses have a good understanding of scientific language related to the heart and its diseases, such as 'atherosclerosis' and 'cardiomyopathy'.
- Teachers skilfully plan and provide activities that enable learners and apprentices to develop their mathematical skills. For example, nursing apprentices accurately use the drug calculation formulae to work out the quantities of medicines patients should take. Learners on the foundation art and design programme quickly develop a secure understanding of the importance of mathematical ideas, such as symmetry, ratio and proportions.
- Learners and apprentices are inspired by and benefit from the high-quality specialist accommodation that enables them to develop their vocational and academic skills. They use the extensive online learning resources well to extend their learning and to work independently. Study programme learners based in Coventry make good use of purpose-built design studios to hone their technical techniques in visual arts, ceramics, sculpture, drawing and digital design. At the Coventry and Scarborough campuses, nursing apprentices develop their clinical skills in impressive and well-resourced simulation medical wards.
- A few teachers on the access to higher education courses and some apprenticeships do not effectively use the information gathered from learners and apprentices at the start of their course to provide individualised learning. As a result, in a small minority of lessons, the learning activities planned by teachers do not challenge learners and apprentices to make the progress of which they are capable. In these lessons, teachers do not consistently check what learners and apprentices have understood and learned before moving on to the next activity.
- At the Scarborough campus, a few teachers do not provide timely and detailed feedback on learners' and apprentices' work to ensure that they have a precise understanding of their progress. They frequently use descriptors such as 'good' and 'well done' when marking learners' work without providing them with the information they need to improve their standard of work.

## Personal development, behaviour and welfare

Good

- Most learners and apprentices are highly motivated and enthusiastic about their studies. They have a clear view of their career path and know what to do to be successful. Learners are respectful to their teachers and have a positive attitude to their learning. Most learners and apprentices take pride in their work and make effective links between theory and workplace practice. They produce work of a high standard.
- Workplace mentors and vocational tutors work well together to ensure that they identify quickly and meet the individual needs of learners and apprentices. Skilled and experienced university staff provide a wide range of specialist support services across all campuses. As a result, learners and apprentices benefit from effective academic and pastoral support that helps them gain confidence, enjoy their learning and make assured progress.
- Learners develop a wide range of personal and social skills that enable them to overcome barriers to learning and become more independent. This prepares them well for progression into higher education or employment. For example, adult learners develop good team-working and study skills. Nursing apprentices improve their interpersonal skills when communicating with patients and other health professionals. Workplace managers routinely comment on how effectively nursing apprentices demonstrate empathy and show respect for those in their care.
- Most learners benefit from a wide range of additional activities that enhance their personal and social skills and extend their subject-specific skills. Learners aged 16 to 19 on the foundation art and design programme benefit from regular visits to art galleries and museums and work with artists-in-residence and designers. As a result, they confidently develop their understanding of different artistic genres.
- Learners and apprentices receive effective, impartial careers advice and guidance that help them to make accurate and informed decisions about their future career aspirations. Learners on study programmes and access to higher education courses benefit from effective support to develop their personal statements and prepare for interviews. As a result, the great majority of learners move on into higher education.
- Learners and apprentices feel safe. The large majority of learners and apprentices know how to protect themselves from the risks associated with social media, extremism and radicalisation. They know how to report any concerns and have confidence that university staff will respond appropriately to any issues they may raise.
- Attendance remains too low on some access to higher education courses based at the Coventry campus. A small minority of study programme learners arrive late for their lessons. Managers and tutors have started to monitor learners' attendance and punctuality more effectively and are becoming more successful in improving the proportion of learners who attend regularly and on time.
- A small minority of adult learners do not have a well-developed understanding of British values in preparation for living and working in modern Britain. While these topics are covered in lessons and tutorials, teachers do not routinely extend learners' understanding of how aspects such as differences in cultures and beliefs relate to them personally and the communities in which they live.
- A small minority of adult learners on access to higher education courses do not manage

their time well enough to submit their assignments by the required deadline.

## Outcomes for learners

**Good**

- Since the previous inspection, a range of improvement actions has resulted in much improved outcomes for learners. The large majority of learners now make good progress in their learning. A high proportion of apprentices are on track to achieve within the planned time.
- On study programmes, the proportion of learners who achieve their qualifications has improved and is now high. The large majority of learners make good progress from their individual starting points towards achieving their target grades. The standard of their coursework and assignments is often high.
- Achievement of qualifications for adult learners improved significantly in 2017/18 to around that reported nationally. As a result of well-planned teaching and strong pastoral and welfare support, the majority of current learners on access to higher education courses make good progress in their learning.
- A high proportion of study programme and access to higher education learners move on to the next level of study on completion of their learning. The large majority move on to courses within the university, the wider CU Group, or other education institutions.
- On recently introduced apprenticeship programmes, the large majority of apprentices develop good vocational and technical skills. For example, nursing apprentices confidently work with nurse practitioners in the administration of oral medication to patients. Paralegal apprentices prepare case notes and maintain correspondence for solicitors when attending court.
- Gaps in performance between different groups of learners are narrowing over time. Learners with more complex support needs benefit from specialist support coordinated through the welfare and disabilities office. They become more independent in their learning and in their personal lives. Gaps in performance between male and female adult learners have narrowed, but they remain too wide. Managers acknowledge that they need to do more to close this achievement gap, and improvements are already evident.
- A small minority of the most able learners on access to higher education courses are not challenged sufficiently to make better than expected progress from their starting points. The few apprentices on operations management and paralegal courses are making slower than expected progress.

## Types of provision

### 16 to 19 study programmes

**Good**

- The university has 21 learners aged between 16 and 19 studying full time on a level 3 foundation diploma in art and design; all are based at the Coventry campus.
- Teachers are enthusiastic and knowledgeable about their subject and have high expectations of their learners. In the great majority of lessons, teachers plan and provide work that takes into account learners' differing abilities. Lessons are well structured and the pace of learning is rapid. Teachers support learners who are identified as being at risk

of leaving early or underperforming to make progress and achieve.

- Learners enjoy their learning. The large majority of learners produce work of a high standard and demonstrate good levels of knowledge and skills. For example, learners use carefully selected resources to develop higher-level skills, such as 'creative interpretation', 'discourse' and 'aesthetics'.
- Teachers expertly use questioning techniques to extend learners' contributions and challenge their perceptions of art practices. For example, teachers' stimulating questioning techniques ensure that learners develop a well-informed understanding of the different viewpoints associated with 'art nouveau', 'art deco', 'Bauhaus' and 'post-modernism'. Productive classroom relationships ensure that learners develop the confidence to take risks and explore new ideas, concepts and practices related to their areas of interest.
- Most learners take part in a good range of well-planned additional learning activities, including external visits, and guest presentations from speakers. Leaders, managers and staff have forged very effective links with an eclectic and diverse range of regional and national arts organisations. Consequently, learners benefit from regular opportunities to work alongside professional artists, attend undergraduate workshops and external art exhibitions.
- Learners make good use of the university's high-quality and extensive resources to enrich and extend their learning. The wide range of art and design facilities enables learners to experiment with different art techniques in their course projects. As a result, learners routinely demonstrate clear illustrative links between theory and the practical elements of the course.
- Teachers integrate English and mathematical skills effectively into learning activities. Learners value the importance of developing these essential skills for their future careers. They quickly gain confidence in their use of expressive language in their coursework and when completing their personal statements. Learners extend their understanding of mathematical terms and concepts such as 'symmetry' and 'linear perspective'.
- Most learners receive effective advice and guidance and are well prepared for their further studies. The large majority of learners move on into higher education and/or employment at the end of their course.
- Attendance is high in most lessons. However, teachers do not challenge learners' poor punctuality in a small minority of instances.
- In a few lessons and tutorials, the targets set by teachers for less confident learners lack challenge and precision. They are often too general and do not set out what these learners need to do to accelerate their learning.

### Adult learning programmes

**Good**

- Currently 149 full-time adult learners attend the university; two thirds study at the Coventry campus with the remainder at the Scarborough campus. All study towards an access to higher education qualification that includes a range of subject pathways. These include specialisms in business, engineering, health and social sciences.
- The majority of teachers use their good vocational expertise to provide lessons that enable learners to develop the skills and knowledge they require to be successful in their

chosen career. Most teachers use the information arising from the assessment of learners' starting points to ensure that teaching is appropriate to the range of learners' abilities.

- Teachers skilfully foster a positive learning environment that breaks down barriers to learning. Adult learners, particularly those who have returned to education after a long absence, receive good support. This improves their confidence and enables them to become more self-assured. Learners quickly develop a good range of study and research skills that prepare them well for the demands of higher education. They are motivated to learn and take pride in their work.
- Teachers ensure that learning activities meet the career and personal interests of learners effectively. Learners discuss topics and ask insightful questions during lively debates, building their confidence and self-esteem. Learners demonstrate high levels of mutual respect.
- The large majority of adult learners make good progress in their learning. In most lessons, teachers' frequent assessment of learning enables learners to understand the progress they are making. The large majority of adult learners benefit from very detailed, precise and helpful feedback on their work. As a result, they can clearly identify what they have learned and what they need to do to improve. However, in a few instances, teachers' feedback provided is too brief to be helpful.
- Teachers support adult learners effectively to develop and extend their skills and confidence in English and mathematics. They encourage learners to use relevant vocational and academic terminology in lessons. Learners also benefit from specialist resources, including those provided by the CU Group's academic writing service that helps them improve and extend their academic writing and referencing skills.
- Most learners develop the mathematical skills they need to achieve their qualifications. For example, in social sciences, learners develop good skills in analysing statistical data when investigating circumstances related to society and social change. In the access to engineering programme, learners extend their understanding of vectors and matrices when exploring the principles of force and momentum on an object.
- Staff and specialist careers advisers provide good information, advice and guidance to learners about the range of academic programmes most suited to their previous learning and life experience. Adult learners receive ongoing careers coaching and good support with their university applications. Most successfully continue into a range of higher education courses.
- In a small minority of lessons, teachers do not encourage learners to develop independent learning and critical-thinking skills sufficiently to maximise their understanding and learning. In addition, a significant minority of teachers do not challenge learners sufficiently when their assignment work has not been handed in on time.
- Adult learners' attendance at lessons, though much improved since the previous inspection, requires further improvement – particularly at the Coventry campus.

## Apprenticeships

**Good**

- At the time of the inspection, 124 apprentices were in training, with almost all

undertaking higher-level apprenticeships on foundation degree nursing associate programmes. A few apprentices were undertaking paralegal apprenticeships at level 3 and construction site engineering technicians at level 4. The remainder were on apprenticeships in operational management at level 5. Managers ensure that programmes fully meet the principles of an apprenticeship.

- Nursing apprentices benefit from a well-planned curriculum that is closely linked to the knowledge and skills required by Health Education England. Managers use their strong relationship with the Coventry and Warwickshire Pilot Partnership Group to plan the most suitable placements for these apprentices. Workplace mentors and practice facilitators provide apprentices with highly effective coaching and support. They coordinate on- and off-the-job training effectively.
- Teachers use their considerable subject knowledge and expertise to plan and provide a broad range of tasks and activities that maintain the interest of apprentices. Apprentices understand the theoretical and technical concepts that underpin their practical work. For example, paralegal apprentices confidently discuss cases of misrepresentation in contract law. Nursing apprentices develop a secure understanding of the principles relating to the administration of patients' medication.
- Apprentices develop good practical skills. They speak confidently about the new skills they have gained and how they have applied them in the workplace. For example, nursing apprentices working in a renal unit quickly gain the skills to assist other health professionals confidently during urology procedures. Operations management apprentices become more effective leaders, managing poor practice and dealing with challenging behaviour assertively. As a result, employers value their apprentices highly.
- Nursing apprentices enjoy using the high-quality clinical facilities and resources in practices that enhance their learning. Clinical specialists support apprentices to hone their skills in a state-of-the-art simulation centre at the university. For example, apprentices check oxygen levels on a high-fidelity mannequin that can be programmed to indicate signs of asthma.
- Personal tutors review nursing apprentices' progress regularly. They negotiate clear and specific goals with apprentices and challenge them to aim high. They work closely with apprentices and their workplace mentors and practice facilitators to assess progress. Staff provide clear developmental feedback that helps apprentices develop their skills and behaviours to a high standard in the workplace. The large majority are on track to achieve high grades.
- In vocational lessons teachers integrate English, mathematical and digital skills effectively. For example, apprentices accurately calculate how the effects of alcohol affect the digestive system. Teachers support apprentices to improve their specialist language. Nursing apprentices speak clearly and confidently and use specialist terminology correctly, such as 'bis in die' used by prescribers in relation to medication management. Paralegal apprentices use legal terminology appropriately when discussing contract law.
- The standard of most apprentices' work is high. Nursing apprentices' work is of a particularly high standard. Staff support effectively apprentices with additional needs, such as dyslexia. When apprentices have needs that cannot be supported by staff, they are sign-posted to other specialist support staff available within the university.
- Most apprentices are prepared thoroughly for end-point assessments. Ongoing

assessment and observations are planned and recorded effectively. Apprentices have a precise and well-informed understanding of what is expected of them.

- Apprentices benefit from good initial advice and guidance that ensure they are on the right programme to meet their career aspirations. Most apprentices receive appropriate advice about their next steps.
- In a very few lessons, teachers do not make good enough use of the information they have regarding apprentices' starting points. They do not tailor lessons to ensure that all apprentices fulfil their potential. For example, in paralegal lessons the pace of learning is too fast for most apprentices. Teachers move on without allowing apprentices sufficient time to process and consolidate their learning.
- On- and off-the-job training for a few apprentices on operations management programmes is not coordinated well enough. Workplace managers are not sufficiently involved in progress reviews. As a result, these apprentices do not fulfil their potential in developing their skills and behaviours.

## Provider details

Unique reference number	133808
Type of provider	Higher education institution
Age range of learners	19+
Approximate number of all learners over the previous full contract year	196
Principal/CEO	Professor John Latham, Vice-Chancellor
Telephone number	02476 887688
Website	<a href="http://www.coventry.ac.uk">www.coventry.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)	–	–	–	–	21	145	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	1	3	1	119		
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	–							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

## Information about this inspection

The inspection team was assisted by the assistant registrar, 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

Victor Reid, lead inspector	Her Majesty's Inspector
Harmesh Manghra	Her Majesty's Inspector
Jacqui Ecoeur	Ofsted Inspector
Helen Groves	Ofsted Inspector
Saskia Niderost	Ofsted Inspector
Maggie Fobister	Ofsted Inspector
Lynne Paxton	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](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 2019