

# Hull College Group

General further education college

## Inspection dates

7–10 May 2019

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Good</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>Requires improvement</b>
Outcomes for learners	<b>Requires improvement</b>	Full-time provision for 14- to 16-year-olds	<b>Outstanding</b>
Overall effectiveness at previous inspection			<b>Good</b>

## Summary of key findings

### This is a provider that requires improvement

- The quality of teaching, learning and assessment is not yet consistently good across all types of provision.
- Managers have been too slow to address the weaknesses in the quality of apprenticeships. Too many current apprentices are making slow progress.
- Too many learners are not challenged sufficiently to reach their full potential.
- Not enough learners aged 16 to 19 achieve their qualifications, including in English and mathematics.
- Rates of attendance are too low on 16 to 19 study programmes and for a minority of adult learners.

### The provider has the following strengths

- Leaders and managers have taken decisive action to resolve the significant financial difficulties faced by the group.
- Leaders and managers have recently quickened the pace of improvement. They are tackling effectively the weaknesses in the quality of education and training.
- Almost all pupils aged 14 to 16 make exceptional progress from their starting points.
- Staff have a very thorough understanding of the needs of vulnerable groups of learners. They provide very effective support and care to enable these learners to succeed at college.

## Full report

### Information about the provider

- Hull College Group includes three colleges: Hull College (which is the largest), Goole College (which is the smallest) and Harrogate College. Senior leaders have plans to disaggregate Harrogate College from the group.
- In Hull and Goole, the rate of unemployment is higher than that seen nationally. The proportion of young people leaving school with a grade 4 in both English and mathematics GCSE is below the national average. Around three quarters of learners aged 16 to 18 enrol at the college without a GCSE grade 4 or above in these subjects. In Harrogate, the rate of unemployment is lower than that seen nationally and the local population is better qualified at all levels than is the case nationally.

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

- Improve the quality of teaching, learning and assessment by:
  - developing teachers' skills in assessing learners' understanding in lessons
  - developing teachers' skills in allowing learners time to reflect and think deeply about the topics that they are studying
  - ensuring that learners and apprentices receive sufficient challenge to make the progress of which they are capable
  - ensuring that actions to improve the quality of teaching, learning and assessment on English and mathematics courses are effective.
- Reduce the number of apprentices making slow progress by:
  - monitoring the progress that apprentices make and ensuring that staff provide support for apprentices to catch up if they fall behind
  - reducing the number of apprentices who take a break in their learning
  - ensuring that apprentices attend classes in English and mathematics where necessary.
- Improve the achievement of learners on study programmes by:
  - continuing to monitor their progress and ensuring that teachers intervene swiftly when learners fall behind or do not make the progress of which they are capable
  - improving the quality of feedback that learners receive so that they are clear about what they need to do to improve the quality of their work.
- Improve the attendance of learners where it is not regular enough.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Governors and senior leaders have tackled significant financial difficulties to ensure that the education provided by Hull College Group has a sustainable future. Leaders and managers are taking very effective action to improve the quality of the provision where it is not yet good enough.
- Senior leaders and managers have high aspirations for their learners and high expectations of their staff. Their approach to quality improvement is rigorous, and managers and staff are held accountable for the impact that their programmes have on learners and their achievements. Staff at all levels welcome the open and transparent communication from the senior leadership team, which enables them to feel fully involved in the process of improving the quality of education.
- Senior leaders and managers work very effectively with local stakeholders to provide a curriculum that responds to the needs of the local area. The local enterprise partnership is actively involved in curriculum planning and ensures that curriculum managers develop new provision where skill shortages are identified, such as the development of digital courses in creative arts. Managers also work well with local employers to develop a curriculum that provides employment opportunities. An effective partnership with the National Health Service and The University of Hull provides apprenticeship training for young people who wish to become nurses.
- Staff benefit from extensive high-quality professional development. Leaders have made significant investment in training for staff at all levels to increase their effectiveness within their job roles. For example, they have provided effective training for middle managers to enable them to take full responsibility for the progress that their learners make. Other training has been focused on the specific needs of curriculum areas and college departments. For example, staff working with learners aged 14 to 16 have benefited from specialist training on supporting learners with autism spectrum disorder. This helps them to support their learners more effectively.
- Leaders and managers have an accurate view of the strengths and weaknesses of the education and training that they provide. Senior leaders monitor closely the progress that learners make and ensure that all managers and staff contribute to the required improvements. Leaders now manage the performance of staff effectively and, where staff are unable to meet leaders' expectations, they leave the organisation.
- Staff create a positive learning environment in which all are welcome and diversity is celebrated. They work very effectively with the many learners who face significant barriers to learning and who, without support, would not participate or remain in education and training. These learners feel valued members of the college community. They develop their confidence and self-esteem as a result.
- Until recently, leaders have been slow to tackle all the weaknesses in study programmes and in apprenticeships. Managers now emphasise the importance of learners' progress in their observations of teaching, learning and assessment. They have an accurate view of which teachers need to improve the progress of their learners and they provide useful training to develop the skills of these teachers. It is too soon to identify the full impact of all the actions that managers have taken to improve the quality of teaching, learning and

assessment on study programmes and apprenticeships.

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

- The board of governors has provided effective assistance to senior leaders to develop a recovery plan and strategy for the college.
- Governors use their skills effectively to challenge senior leaders to improve the quality of education and training at the college. Leaders have appointed many new governors with extensive and relevant skills and experience.

### **Safeguarding**

- Leaders and managers have established effective safeguarding arrangements, including for full-time pupils aged 14 to 16. They use safe recruitment practices routinely when employing new staff. Managers conduct appropriate checks to ensure that staff, volunteers and contractors are safe to work with learners.
- Managers work successfully with specialists such as social care services and the police. This enables them to provide a swift response to safeguarding concerns and to ensure that learners are kept safe.
- Staff work effectively with a broad range of local agencies to provide advice for learners about their safety. For example, a charity supporting women’s safety visits the college regularly to extend learners’ understanding of healthy and safe relationships.
- Managers ensure that accommodation for pupils aged 14 to 16 is secure. Pupils have their own social spaces, classrooms, bathrooms and dining rooms. Pupils are well supervised and very well cared for. Staff follow up pupil absence quickly and refer to safeguarding officers appropriately.

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

### **Requires improvement**

- Teaching, learning and assessment are not of a consistently high standard across the different types of provision. On study programmes, the quality of teaching, learning and assessment varies too much across different subjects and sites and, overall, is not high enough.
- Too many teachers do not routinely challenge the most able learners with stretching targets and activities. This prevents many apprentices and learners on study programmes, and a minority of adult learners, from making the progress of which they are capable.
- Teachers are not skilled enough at ensuring that learners and apprentices think deeply about topics. Too often, teachers answer their own questions in class or they let confident learners dominate. They do not, therefore, identify the learners who have not understood and so do not help them overcome their difficulties.
- Too many teachers do not enable learners to reflect on their learning and make links within and between topics. Some teachers repeat explanations continually to the class as a whole because their previous attempts were too rushed or poorly phrased.
- On study programmes and apprenticeships, too much teaching of English and mathematics does not meet learners’ individual needs. Teachers do not ensure that

learners understand precisely which skills they need to develop and how to improve them to be successful in their examinations. High levels of support provided by teachers of learners aged 14 to 16 and effective teaching of adults enable these learners to develop their skills well.

- The large majority of teachers provide useful feedback in lessons that helps learners and apprentices improve their skills and knowledge. For example, adult learners on courses preparing them for employment receive swift feedback that helps them improve their skills. Teachers on study programmes provide immediate helpful feedback in practical sessions. However, the feedback provided on learners' written work is much less effective.
- On adult learning programmes and full-time provision for pupils aged 14 to 16, teachers use information about learners' starting points well to plan interesting and motivating activities that are well matched to learners' needs. On study programmes and apprenticeships, teachers do not use this information effectively enough and learners and apprentices make less progress as a result.
- The large majority of teachers are well qualified and experienced in their subject area or vocational specialism. They use this expertise well to provide tasks that motivate learners to develop their practical skills to a high standard.
- Most learners who have learning difficulties or disabilities benefit from helpful learning support that ensures that they make progress at least in line with their peers. For adult learners, the provision of learning support is very effective. Learning support assistants work well with curriculum staff. This ensures that support is well targeted and also encourages learners to work independently and develop their skills.

## Personal development, behaviour and welfare

## Requires improvement

- Rates of attendance are too low for too many learners on study programmes and for a minority of adult learners. Managers have implemented a range of actions to improve attendance, many of which are curriculum-specific, such as the opportunity to win a toolkit in construction. Although incentives have increased attendance for many individual learners, these actions have not resulted in high enough attendance overall. Attendance is higher at Harrogate College.
- Apprentices' attendance at English and mathematics classes is not regular enough, which slows the progress that apprentices make towards achieving their qualifications.
- Learners on study programmes do not make sufficient progress in developing their skills in English and mathematics so that they can achieve their qualifications in these subjects.
- Learners on study programmes do not have a sufficiently well-developed understanding of the dangers of radicalisation and extremism. Adult learners, apprentices and pupils aged 14 to 16 have a well-developed understanding of these issues.
- Almost all learners, apprentices and pupils behave in an exemplary manner. Managers ensure that their 'cornerstones' or high expectations of behaviour are clearly communicated, and learners respond well.
- Learners benefit from effective and impartial careers advice and guidance. Learners at the three college sites have access to external careers advisers and to a useful programme of

careers activities that prepares them well for their future.

- Most learners participate in a wide range of engaging additional course-related activities, many of which involve the local community and local employers. Construction learners have helped to build a 'pop-up' farm on the banks of the river, electrical students illuminated the highest Christmas tree in Hull and learners in information technology run a social enterprise repair store. These activities help learners to develop their communication, teamwork skills and self-confidence very well.
- Staff provide very effective pastoral help to learners. They have a very thorough understanding of the needs of vulnerable groups of learners and provide the support and care that these learners need to remain at college.
- Learners receive guidance to keep them healthy and physically safe. Agencies provide helpful advice and guidance about the risks of drug and alcohol use, sexual health and healthy relationships. Learners also benefit from counselling services to promote their well-being and positive mental health.
- Learners enjoy their studies and most develop their practical skills well. Apprentices improve their spoken communication skills to a high standard. Learners who have high needs, including those on supported internships, increase their understanding of the importance of work to successful adult life.

## Outcomes for learners

## Requires improvement

- The proportion of learners who achieve their qualifications on study programmes is too low. This is the case in almost all curriculum areas and at all levels. Achievement of qualifications on construction courses is high.
- The vast majority of current learners on study programmes are making expected progress, although, in a few subjects and at Goole, learners' progress remains slow. Not enough learners on study programmes make the progress of which they are fully capable.
- Although improved compared with the same point in the previous year, the number of 16- to 19-year-old learners who remain on their courses is low.
- The proportion of learners on English courses for speakers of other languages (ESOL) who achieve their qualifications is too low. As a result of managers' actions to improve these courses, current learners are making better progress in developing their skills in using English to improve their lives.
- Too many current apprentices are making slow progress on their programme. Overall achievement has been high in previous years for programmes delivered by subcontractors, although the achievement of college-based apprenticeships has been low.
- Learners on access to higher education courses make good progress in developing their knowledge and understanding, and a high proportion achieve their qualification. Almost all learners who achieve move on to degree-level study.
- The achievement of adult learners on courses at subcontractors is high. Many learners study short courses that prepare them for employment. Learners with Portull Training Services Limited gain useful licences to drive forklift trucks or security competence certificates which help them to obtain employment.

- The large majority of learners who complete their study programmes move on to higher-level study or employment. A high proportion of adult learners progress on to other courses or into work.
- Staff provide good support for care leavers and children looked after, many of whom are unaccompanied child asylum seekers. As a result, the very large majority of these learners remain in learning.
- Almost all pupils aged 14 to 16 achieve their qualifications. Around a third achieve high grades. Current pupils are making very good progress.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- There are 1,944 learners on study programmes across the three college sites, with the large majority studying at Hull College, a quarter at Harrogate College and a small number at Goole. Study programmes are offered in almost all subject areas. Just under a third of learners study at level 1, around a third at level 2 and just over a third at level 3.
- The quality of teaching and learning varies significantly across different subjects and teachers and, in too many instances, is not good enough. In too many subjects, the expectations that teachers have of their learners and their potential are too low.
- Too many teachers do not check learning effectively in class. They do not deepen learners' understanding of important topics. As a result, learners do not make the progress of which they are capable. For example, in hospitality, learners demonstrated that they could carry out a food preparation task but were not challenged to understand the reasons for the method of preparation used.
- In too many lessons, learners do not have the opportunity to reflect and think deeply about the subject. In these lessons, teachers too quickly provide answers for learners and do not allow time for learners to solve problems for themselves.
- The feedback that teachers provide on learners' written work is not helpful enough. It does not help learners understand what they need to do to improve the quality of their work so that they can strive for higher grades. Teachers in beauty therapy and child care provide feedback that is helpful to learners.
- Teachers help learners to develop their practical vocational skills very well. They use engaging and realistic activities to encourage learners to develop and practise their skills. For example, in hairdressing, learners benefit from the hints and tips given by the teacher as they add highlights to hair.
- In the minority of curriculum areas where learners have completed their practical assessments, teachers enable learners to develop their skills beyond the standard required for their qualification. For example, in bricklaying sessions, learners at level 2 are learning higher-level skills, such as double-stacked chimney building techniques.
- Teachers use their expertise and industry experience very well to enable learners to make clear links between theory and practical applications. For example, teachers on automotive courses use gearboxes well to demonstrate and link the theory of gears to the mechanical process of changing gears.

- In a small but increasing number of curriculum areas, teachers use technology effectively to promote independent learning skills. For example, in creative arts courses, learners submit work and receive feedback using digital technology.
- The vast majority of learners, including those who have high needs, benefit from well-planned work experience. For the small minority not yet ready for external placements, staff ensure that they have good-quality internal placements. Learners gain useful insights into their chosen career pathways. Managers ensure that study programmes meet the required principles.
- Managers have designed study programmes that are responsive to local needs. They have worked successfully with the local authority in Hull to identify young people who are not engaged in education, employment or training. Managers have developed courses that meet the needs of these learners and improve their confidence and self-esteem. This is new provision so it is too early to identify the full impact of these programmes on supporting learners to stay in education or gain employment.

### Adult learning programmes

**Good**

- There are 3,608 adult learners at the college. Just under half of these receive their training from a subcontractor. Around a fifth are on ESOL courses and just over a third are on employability courses.
- Teachers use learning activities that enable learners to develop their understanding well. For example, they use group discussions effectively to share ideas. Most current learners across the different strands of adult learning are making good progress.
- Teachers provide effective assessment opportunities and feedback for learners which supports them to be successful. Teachers of ESOL ensure that assessments are timely and that feedback on learners' work and in tutorials is informative and helpful.
- In most classes, teachers enable learners to develop the skills that they need to be successful in the workplace. Learners are punctual and well prepared for learning. Customer service learners share their experiences of managing difficult customers to build their resilience and empower them to be more effective at work.
- Managers and teachers ensure that they accurately measure the starting points of learners. They use this information well to match learning programmes and activities to learners' needs. Learners with learning difficulties and disabilities receive effective learning support which enables them to make progress in line with their peers.
- Staff form effective partnerships with local employers, the local authority, Job Centre Plus and community organisations to provide courses that are relevant to local employment demand. Managers ensure that courses focus on learners who are furthest from the labour market. A high proportion of learners on courses that prepare them for employment gain jobs when they complete their studies.
- Leaders and managers have improved the quality of ESOL courses by taking sensible and carefully considered actions. They have increased the flexibility in attendance options so that learners can attend at times that suit their other responsibilities. Learners are making good progress in the development of their communication skills. They recognise the value of the training that they receive in improving their lives and the lives of their families.

- In a few lessons, teachers do not check learning sufficiently well, and therefore they fail to identify when learners misunderstand. This causes confusion and slows progress for a few learners.
- A minority of teachers do not provide learners with sufficient challenge. In these lessons, learners who complete tasks have to wait with nothing to do while other learners catch up and, consequently, they do not make the progress of which they are capable.

## Apprenticeships

## Requires improvement

- There are 2,024 apprentices, and almost half of these are on programmes delivered by subcontractors. The very large majority of apprentices are on apprenticeship frameworks and around half study at level 2. Just under a half study at level 3 and a small number at level 4.
- Staff do not use information about apprentices' starting points well enough to challenge them to develop their knowledge and understanding. They do not build on apprentices' existing knowledge or workplace experience to challenge the most able to make the progress of which they are capable.
- In college-based off-the-job-training, too many teachers do not check apprentices' learning effectively enough. Teachers answer their own questions before providing apprentices with time to work out the answers for themselves. A minority of teachers do not link theoretical tasks to workplace situations. As a result, apprentices do not make the progress of which they are capable.
- Too many apprentices are not aware of the progress that they are making and what they need to do to achieve their apprenticeship within the planned time. Too many have been placed on a break in learning. As a result, too many current apprentices, both at the college and in subcontractors, are making slow progress.
- The attendance of apprentices at their English and mathematics classes is too low. This impedes the progress of those who need to gain qualifications in these subjects.
- Following a recent review of the quality of apprenticeship provision, leaders have undertaken a comprehensive restructuring of the management of this aspect of the colleges' work. Managers now monitor apprentices' progress closely and ensure that skills coaches intervene with apprentices who have fallen behind to support them to catch up. It is too early to identify the full impact of leaders' actions on the progress that apprentices are making.
- Apprentices learn substantial new skills and behaviours in the workplace which build their confidence in their job roles. For example, healthcare apprentices develop their skills in caring for patients with Alzheimer's disease.
- Skills coaches and teachers give helpful feedback to apprentices, which enables them to make improvements in their work and practical skills. For example, skills coaches swiftly identify errors in practical work in electrical installation and carpentry. They provide helpful coaching to apprentices to improve their work.
- Apprentices take pride in their work and develop important skills for employment, such as high standards of professional behaviour. They improve their confidence and communication skills well. Many use the technical language of their occupation to a high

standard.

- Managers and skills coaches are working increasingly effectively with employers, particularly for apprentices who have started their programmes recently. Employers are now more involved in the planning of apprenticeships so that off- and on-the-job training are more closely linked. Employers value the contribution that apprentices make to their businesses.
- Managers ensure that apprenticeships are planned and managed to meet the requirements of apprenticeship provision.

### Full-time provision for 14- to 16-year-olds

### Outstanding

- There are 167 pupils aged 14 to 16 on full-time provision at Hull and 29 at Goole. Pupils study a core programme of GCSEs in mathematics, English, science and history. At Hull, pupils also select two vocational subjects from a range of options. Pupils at Goole study either childcare or engineering, as well as their GCSEs. Goole College will not recruit any new pupils and the provision for 14-to-16-year-olds will close when the current pupils complete their studies.
- Leaders and managers have a clear vision and ambition for the provision. It is underpinned by an ethos of social justice which all staff share. All staff work tirelessly to ensure that pupils receive a very high standard of education.
- Almost all pupils make exceptional progress from their starting points. They increase their skills and knowledge and achieve valuable qualifications, often with high grades.
- Managers ensure that the provision fully meets the key stage 4 statutory requirements. Pupils study GCSEs alongside relevant vocational courses and teachers provide good spiritual, moral, social and cultural education. Pupils at Hull benefit from a wide range of vocational course options. Effective advice and guidance ensure that these pupils enrol onto the most suitable courses for their individual needs and ambitions. Fewer options are available to the small number of pupils who study at Goole. These pupils benefit, nonetheless, from studying in an environment that exposes them to a wide variety of possible courses and career options at key stage 5.
- Pupils feel valued, respected and welcome at the provision, which has a highly inclusive culture. Although many have had very negative experiences of learning previously, they develop very positive attitudes to learning when at the college.
- Pupils take part in a wide range of valuable additional activities. These support their development of subject-related knowledge and skills and increase their confidence, self-esteem and social skills. For example, pupils recently participated in a closed road race in which they and learners on study programmes raced cars that they had built around the roads of Hull.
- Pupils benefit from a well-planned pastoral curriculum that includes appropriate consideration of citizenship, health and safeguarding. Staff have a thorough understanding of the significant challenges faced by many of their pupils and address them highly effectively. Pupils are encouraged to become active citizens. For example, they took part in a recent protest against climate change, together with the local Member of Parliament.

- Teachers provide highly effective one-to-one coaching and a high level of individual support in class that helps pupils to develop their skills and knowledge. This effective individual attention helps to ensure that pupils remain on their programmes and achieve their qualifications. Pupils rightly value the high level of support that they receive.
- Pupils benefit from well-planned work experience that increases their awareness of the world of work and improves their engagement and motivation at college.
- Staff maintain close and effective communication with parents and carers to inform them of progress and welfare issues. Parents are highly appreciative of the positive and transformative impact of the provision on their children's lives.

## Provider details

Unique reference number	130579
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	15,620
Principal/CEO	Michelle Swithenbank
Telephone number	01482 598 700
Website	www.hull-college.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)	597	1497	632	1519	710	553	5	39
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	339	675	285	568	1	156		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	196							
Number of learners for which the provider receives high-needs funding	38							
At the time of inspection, the provider contracts with the following main subcontractors:	Decidebloom Limited Encompass Consultancy Limited Impact Training Solutions Limited Kiwi Education Limited Logistics and Distribution Training Limited London College of Apprenticeship Training Limited Orange Moon Training Limited Portull Training Services Limited The Costa Enterprise Academy Limited Total Training Company (UK) Limited							

## Information about this inspection

The inspection team was assisted by the deputy chief executive officer, 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

Rachel Angus, lead inspector	Her Majesty's Inspector
Sarah Stabler	Her Majesty's Inspector
Alastair Mollon	Her Majesty's Inspector
Rebecca Clare	Her Majesty's Inspector
Dan Grant	Ofsted Inspector
John Oley	Ofsted Inspector
Julie Gibson	Ofsted Inspector
Mark Crilly	Ofsted Inspector
Heather Marks	Ofsted Inspector

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