

Central Sussex College

General further education college

Inspection dates

11–14 October 2016

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

Summary of key findings

This is a provider that requires improvement

- Teaching, learning and assessment are not consistently good for college-based students, with pockets of weak practice in a minority of subjects.
- Too many current students are not making sufficiently rapid progress, and teachers are not setting them enough demanding work in lessons or for independent study.
- Not enough students on study programmes have external work experience that is linked clearly to their course at college.
- Too many students aged 16 to 18 miss too many of their lessons.
- Information used by teachers and managers to monitor students' attendance, participation and progress is confusing, and sometimes inaccurate.
- Governors have not made enough progress since the previous inspection in understanding the college's educational performance in depth.
- Since the college's untenable financial position was discovered in 2013, the progress made by all those involved in ensuring the future sustainability of provision has been very slow. The resultant closure of the sixth form provision in Haywards Heath has reduced the choices available to parents and learners in that area.

The provider has the following strengths

- Leaders have been resolute and successful in stabilising current finances, and in reducing costs, without having a negative impact on the quality of provision.
- The quality of provision for apprentices has improved and is now good.
- Students develop good practical skills in many subjects, including art and design, plumbing, carpentry and motor vehicle.
- Students benefit from good careers advice and guidance throughout their time at college.
- A strong focus on enterprise, strengthened by good links with employers, permeates the culture of the college, and the college's curriculum is tailored well to meet the requirements of employers in the Gatwick Airport area.
- Students' conduct around both campuses is very good, and is characterised by mutual respect and tolerance for others.

Full report

Information about the provider

- Central Sussex College is currently based on two main campuses, one close to the town centre in Crawley and the second in Haywards Heath around 15 miles away. A small amount of provision is located at centres at Horsham and East Grinstead. A very small amount of provision is subcontracted to providers in Brighton and Three Bridges. The local and regional economy is influenced significantly by the proximity of Gatwick Airport and the Manor Royal Business District. The local enterprise partnership's priority areas for skills development include tourism, advanced manufacturing, and transport and logistics. West Sussex is a largely affluent county with only a few pockets of social or economic deprivation. Unemployment in the county is lower than regionally and nationally.
- The college was found to have unsustainable debts in 2013, since when its future has been uncertain. The Haywards Heath campus, which is largely for students aged 16 to 18, is due to close in 2017 and has not accepted new students in 2016. Recommendations from the area review of Sussex colleges, completed in May 2016, are yet to be made public.

What does the provider need to do to improve further?

- Improve teaching, learning and assessment, by:
 - ensuring that the high aspirations and expectations held by teachers for students in most areas of the college spread to those areas where standards are lower
 - encouraging leaders and managers at all levels to check the quality and purposefulness of lessons as part of their everyday work so that they identify and tackle the pockets of weaker practice
 - simplifying the procedures used to check the quality of teaching, learning and assessment, and focusing exclusively on identifying and reinforcing the aspects of good practice that lead to students making rapid progress both in and out of lessons.
- Make sure that younger students on study programmes attend all their lessons, and that they benefit from appropriate external work experience, linked clearly to their main course of study, where appropriate.
- Rationalise the various sources of data on students' attendance, participation and progress so that managers and teachers have reliable, accessible and up-to-date information on every aspect of students' time at college.
- Ensure, through appropriate training where necessary, that governors have a deeper understanding of the strengths and weaknesses of the college's educational performance so that they can hold leaders to account more fully.
- Seek an urgent resolution, in conjunction with external agencies, to the college's future.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The principal, senior leaders and governors demonstrate an unwavering commitment to securing the college's future, and have done everything they can to put the college on a secure financial footing while also seeking to improve the quality of provision. Costs have been cut significantly and financial management is good, but the college remains burdened with an unsustainable debt. The future of the college remains uncertain. Improvements to both students' outcomes and teaching and learning are evident since the previous inspection, but neither are yet good. Apprenticeship provision, and its management, has improved sufficiently to be good.
- The quality of provision remains too inconsistent across the college. Beacons of excellent practice are mirrored by pockets of weak provision. Arrangements to improve teaching have not had a consistently positive impact. Although performance management arrangements are good and have been used effectively to improve or remove some teachers and managers, a stubborn minority of teaching remains poor.
- A number of significant weaknesses highlighted at the previous two inspections have not been tackled successfully. Specifically, students' attendance is still not sufficiently high in many vocational areas, and in English and mathematics lessons it is low. Teachers are still not using their knowledge of students' prior attainment to provide tasks or activities that enable all students to make rapid progress and fulfil their potential.
- Managers at all levels focus too much on developing systems and processes that are intended to improve provision by closer monitoring, rather than evaluating what impact actions to improve are having on students' day-to-day experiences. As a consequence, managers have not identified all of the sharp distinctions in the quality of provision between areas. The information managers and teachers use to assess students' participation, progress and attendance is confusing and sometimes inaccurate. For example, inspectors found that timetables were not always accurate, and students' attendance records were not comprehensive.
- Self-assessment is thorough and broadly accurate in identifying strengths and areas for improvement, but leaders give insufficient weight to the areas for improvement. Consequently, managers' view of the quality of teaching, in particular, is too generous. Arrangements for assessing how much students are learning result in judgements, both for individual lessons and teaching as a whole, that are optimistic. Observers' judgements about learning and assessment are broken down into a large number of separate criteria, which has the effect of obscuring an overarching evaluation of the effectiveness of learning for all students. Arrangements for the quality assurance of subcontracted provision are thorough.
- Most full-time students benefit from study programmes that are tailored well to their interests, aspirations and aptitudes. However, not enough students benefit from external work experience linked to their main course of study, and opportunities for broader enrichment are limited. Students benefit from a strong focus on work-related learning through the curriculum.
- An emphasis on improving students' English and mathematics has had a positive impact for many, but not all, students. Results in GCSE English declined sharply in 2016 and were

poor. Leaders have not ensured that there is enough support in place to develop the mathematical and literacy skills of students whose prior attainment is very low, particularly adult learners and those for whom English is not their first language.

- Governors and leaders work in effective partnership with the local enterprise partnership, the local authority and high profile employers and businesses in the Gatwick Diamond area. They have designed a curriculum that meets employer demand; for example, through the provision of engineering courses that support the aviation industry. Curriculum pathways through the college help students to move to higher levels and progression rates within the college are good. In a small minority of cases, decisions on the curriculum offered are made in response to a failure to improve quality rather than a lack of demand.
- Students from disadvantaged backgrounds largely achieve well, and there are no significant achievement gaps between groups of students. However, teaching of students with high needs in discrete classes lacks ambition and students make slow progress.
- Students have high levels of respect for staff and their peers and a culture of tolerance pervades the college. Incidents of bullying and harassment are very few and are dealt with swiftly and well where they do occur. The values promoted by college staff and welcomed by students are wholly appropriate for contemporary Britain.

The governance of the provider

- Governors have given good support to the principal over the last three years, and have used their financial acumen wisely to help to stabilise the college's finances.
- Governors engage well in the daily life of the college, regularly talking to staff and visiting lessons in an effort to gain a thorough understanding of the college.
- As at the previous inspection, governors are less secure in assessing the educational performance of the college. Both in respect of student performance data and the quality of teaching, governors' understanding is rather shallow, and as a consequence they are unable to provide an appropriate level of challenge to senior leaders on these matters.

Safeguarding

- The arrangements for safeguarding are effective.
- Appropriate checks are carried out on all staff, including Disclosure and Barring Service checks and comprehensive scrutiny of job applicants' suitability. Risk assessments on these and other matters of health and safety and safeguarding are fit for purpose. However, a very small minority of vocational lecturers in high-risk areas do not ensure that students have sufficient understanding of the dangers associated with using machinery or how to minimise this risk.
- Leaders and managers are acutely aware of the potential for students to become involved with extremist views and radical ideologies. They monitor on-site activity very effectively and where appropriate refer students to the appropriate external channels. External agencies such as the police have been used very well to provide highly effective staff training. Despite this, too many current students are not sufficiently aware of the threat posed by extreme ideologies.

Quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment have improved since the previous inspection, but are not yet consistently good. Although many students make good progress as a consequence of purposeful teaching, too many make slow progress from their starting points. Teachers do not always take sufficient account of what students already know and can do, which leads to the most able students finding the work too easy, and less-able students struggling to keep up.
- In many lessons, students are not sufficiently engrossed in their work. Too often, teachers set undemanding tasks, both in lessons and for independent study, that are based on the mechanical completion of dull worksheets. In other instances, teachers plan activities where the objectives are not designed carefully enough to ensure that students of differing abilities make good progress or develop new skills. For example, students' boredom was evident in one lesson where basic health and safety procedures were repeated time and time again. In a practical sports session, students spent far too long rehearsing a skill that they had already mastered.
- In a minority of areas, inspirational teaching, supported by the setting of demanding work outside lessons, helps students to make rapid progress from their starting points. Where this is the case students are challenged in their thinking and understand the importance of their studies for their future careers, employment and promotion prospects. For example, in a business studies lesson students replicated a corporate board meeting to learn about the roles of different business functions.
- In the majority of practical sessions, students and apprentices improve their practical skills. Good skills development and standards of work were observed in, for example, art, photography, plumbing, carpentry, dance, graphic design, and access to higher education courses. Teachers and trainers on vocational courses and on apprenticeships usually link the course content very well to the realities of workplace practice.
- Good verbal feedback from teachers supports the development and improvement of practical skills and is often effective and constructive at supporting skills development. However, feedback on students' and apprentices' written work usually indicates only the level achieved, rather than indicating what exactly learners need to do to improve. Electronic systems for tracking students' progress and identifying areas for improvement are currently not effective.
- Students who need extra help with their studies are supported well through the college's pastoral and welfare functions. However, teaching assistants in lessons are not always used effectively to promote progress. Neither teaching assistants nor class teachers make effective use of the results of information captured about students' abilities at the start of their course to ensure that learning is tailored well to individual students' specific needs.
- Students in discrete lessons for those with high needs are not challenged enough to make rapid progress. Although they are well supported, not enough emphasis is placed on preparing students for independence, and too much of the work they are given is dull and repetitive.
- The quality of teaching in English and mathematics, both through the vocational

curriculum and in discrete lessons, is very inconsistent. For example, adult learners benefit from high-quality teaching in mathematics GCSE, but weaker teaching in English. Vocational teachers' abilities to promote good English and accurate mathematics are similarly inconsistent. Students' grammatical and spelling errors are not always pointed out to them.

- Most teachers recognise their responsibility to prepare students and apprentices for their future lives as citizens as well as employees. In some areas, for example childcare and culture and communication studies, students reflect on contentious current debates around aspects of social and cultural diversity. However, such reflections are scarce in several areas of the curriculum.

Personal development, behaviour and welfare

Requires improvement

- Since the previous inspection, efforts to improve attendance at lessons by younger students have met with limited success. As a result, too many students miss too many lessons, particularly in English and mathematics, and this inhibits their progress in developing critical skills for their future lives. The absence of a reliable, college-wide system for monitoring attendance, combined with slowness in the accurate timetabling of English and mathematics lessons, has not helped this situation. Attendance at lessons and training is good for adult students and apprentices.
- Most students and apprentices make good progress in developing the personal and social skills that they will need for their future as employees and citizens. For example, adults on access to higher education courses develop good independent study habits and critical thinking skills. Apprentices have well-organised, professionally produced portfolios of work. In several subjects, for example brickwork and catering, many students demonstrate particularly good craft skills.
- High expectations lead to good, professional standards of work by many students on study programmes, for example in childcare, business, and art and design. However, this is not consistent across the college. Standards are much lower in several subjects, for example hairdressing, travel and tourism, sport and information technology; as a consequence, students in these areas are prepared less well to be successful at work.
- Students benefit from a broad range of work-related activities and a strong focus on the development of entrepreneurialism throughout the college. They also benefit from good advice and guidance, including in relation to their career aspirations. However, too few students on study programmes have the chance to hone their skills through external work placements, with less than a third undertaking work experience linked to their college course in 2015/16. Arrangements to increase this proportion are in place this year. Enrichment activities that cross curriculum boundaries are very limited; for example, students report that there is very little going on at the college at lunchtimes or at the end of the day.
- Too many students do not make enough progress in improving their English skills. In vocational lessons, teachers often fail to stress the importance of the accurate use of technical vocabulary, grammar and spelling in their feedback to students. Mathematics teaching varies too much in quality, with good progress in a minority of lessons mirrored by poor progress in others.
- Students' behaviour around the college, on both main campuses, is largely exemplary,

and is characterised by thoughtfulness and respect for others. Bullying of any kind is notable for its apparent absence. Students and apprentices have a keen awareness of how to ensure their personal safety, including on the internet. Although full-time students were warned during induction about the dangers of those who seek to promote violent, radical views, most have a hazy recollection of this.

Outcomes for learners

Requires improvement

- The proportion of students who achieve their main qualification has improved since the last inspection, with the vast majority achieving their main learning goal. For adult learners, whose achievements were a key weakness at the previous inspection, improvement has been significant. More apprentices are achieving their qualifications than previously, although too many are taking too long to do so.
- The overall picture disguises significant variations both in achievement between subjects and levels, and in the progress that students make from their starting points. For example, students on courses at level 1 do not achieve as well as those at levels 2 and 3. On level 3 vocational courses, although achievement rates are high, too many students do not achieve the grades they are capable of, particularly in the first year of their studies.
- On AS-level courses, students achieve very well and make excellent progress in a minority of subjects, but both progress and achievement rates are low in others. As a consequence, too few students progress from AS level to the full A level. Current students in their second year at the Haywards Heath campus are being supported well to achieve before the campus closes in summer 2017.
- A high proportion of adult learners, most of whom are taking short, part-time programmes to support their employment or to help them to find work, complete their courses successfully. Learners on access to higher education courses make good progress and achieve well.
- Students' progress in improving their English and mathematics, and in achieving qualifications in these subjects, is not good enough and declined in 2015/16, especially in GCSE English; only around a quarter of students aged 16 to 18 achieved a grade C or higher. Results on functional skills courses and GCSE mathematics for both age groups are broadly in line with those typically seen in further education colleges.
- No significant achievement gaps between different groups of students were evident in the last two years. Those from disadvantaged backgrounds, including those looked after, achieve in line with expectations. However, male students on A/AS-level courses made significantly less progress from their starting points than female students in 2014/15.
- Managers collect comprehensive data on students' destinations, and this shows that the vast majority progress to appropriate employment or further education or training. Those who stay at the college usually progress to a higher level of study. Provisional data shows that over half of the students who progress to paid employment do so in the same vocational area that they studied.

Types of provision

16 to 19 study programmes

Requires improvement

- At the time of inspection, approximately 1,600 students aged 16 to 19 were following study programmes, with the largest number at level 3, mainly on vocational courses. No students started AS-level courses in 2016. An increasing proportion of students are taking programmes at levels 1 and 2.
- Students are on carefully designed programmes that match their future aspirations, as a result of good advice and guidance. Although most of the requirements of study programmes are met, in 2014/15 only a minority of students benefited from external work experience in their vocational area. Nevertheless, students benefit from a good range of work-related activities within the college. Enterprise, employability and entrepreneurship pervade the culture of the college. Students' achievements are rightly celebrated, both locally and nationally. Through lessons and tutorials, students competently develop the skills and attributes needed for their chosen careers.
- A minority of teachers are passionate about their craft, and motivate students to work hard. They give challenging lessons where students make rapid progress. However, far too many lessons are slow and undemanding. When staff are absent, cover teachers are unable to provide students with continuity in teaching, which has a detrimental impact on their progress.
- The particularly wide range of students' abilities in some groups result in students not progressing as fast as they might. For example, students of mathematics with hugely differing levels of prior attainment are in the same class, covering the same work. This slows the progress of both the most able and the least able. Attendance in functional skills, GCSE mathematics and English is poor and late changes to the composition of classes are disruptive. This has a negative impact on students' progress in improving their skills in these subjects.
- Students develop very good practical skills in many subjects. Their progress is particularly admirable in plumbing, carpentry, motor vehicle, art, photography, graphics, dance and drama. However, in several other subjects progress is slow.
- Feedback on marked work does not provide students with a sound platform for improvement. Comments focus almost exclusively on the level attained so far, to the exclusion of how to improve further. Errors in students' work are frequently not corrected, and therefore students are unaware of their mistakes.
- Students progress well from one level of study to the next, and good links with employers help students to refine their future plans. Good careers guidance ensures that students are well informed about the opportunities open to them at the end of their studies.
- Students show good awareness of safeguarding, including online safety, but are less alert to the dangers of those who may wish to promote extremist views.

Adult learning programmes

Requires improvement

- At the time of inspection, around 1,000 adult learners, mostly studying part time, were on a range of vocational, academic and employability courses. Courses cover a wide range of occupational areas, including business and accounting, health and social care, construction trades, and access to higher education for health professionals. Additionally, many adults were on courses to improve their English and mathematics.
- The range of provision is appropriate to the needs of learners and the local economy, and has been developed well in conjunction with partners in response to local employment priorities. However, due to difficulties in recruiting appropriately qualified teachers, the provision does not meet all of the demand for English and mathematics courses in the community.
- The quality of teaching for adult learners is inconsistent. In a minority of instances learners make slow progress because they spend too much time completing repetitive and dull tasks. By contrast, in carpentry, access to higher education and GCSE mathematics courses, learners make very good progress because enthusiastic teachers match tasks and activities carefully to learners' existing skills, knowledge and aspirations. High expectations are set, learners work well collaboratively and find lessons productive and enjoyable. Most adult learners make progress in line with expectations as a consequence of competent teaching.
- Learners on most courses acquire skills and knowledge that benefit them in their employment or personal lives. Access to higher education students are prepared particularly well for university study. In health and social care, learners apply their learning well to their everyday work and deepen both their theoretical and practical understanding of the care sector. A strong focus on developing the right attitudes for employment is at the heart of the Jobcentre Plus programmes.
- Teachers do not make sufficient use of information on learners' prior attainment, or any learning difficulties they may have, to ensure that all learners have the chance to fulfil their potential. For example, not enough attention is paid to learners' existing skill levels in English and mathematics, and as a consequence learners who need extra help in these subjects on their vocational courses do not always receive it.
- Although teachers focus well on helping learners to prepare for employment, or improve their performance at work, they are less adept at raising learners' awareness and understanding of wider issues around the cultural and social diversity of modern Britain. Adult learners on discrete courses are not given enough information on the range of support offered by the college, and are not made sufficiently aware of safeguarding arrangements. For example, most adult learners had not discussed the dangers of radicalisation or extremism as part of their college programme.

Apprenticeships

Good

- At the time of this inspection, approximately 570 apprentices were in learning, with 300 working at intermediate level and around 260 at advanced level, and a small number of higher apprentices. Most of the intermediate-level apprentices were aged between 16 and 18; most of the advanced apprentices were over 19. The most popular apprenticeship routes are in engineering, construction, business and the service industries, including

hairdressing and catering.

- The provision is tailored well to meet the needs of employers in the Gatwick Diamond. Initial advice and guidance are effective in enabling apprentices to take flexible programmes, which can be tailored to meet employer demand, at the right level. The vast majority of apprentices progress successfully, either with their current employer or a new one, and their contribution to their workplace improves.
- The quality of apprenticeship provision has improved significantly since the previous inspection. Management has improved, and most of the different components that need to work together smoothly to ensure a good-quality apprenticeship programme are now well coordinated. As a consequence, current apprentices are making good progress, and the backlog of those who have taken too long to complete their qualification is being reduced.
- Apprentices on all routes are making good progress in developing higher-level skills, as a consequence of good training and rigorous assessment. Those who can complete their programmes early are identified and encouraged to finish as soon as they have achieved the requirements to a good level.
- Practical skills are developed particularly well, with apprentices rapidly applying their underpinning theoretical knowledge to real-life work. For example, a motor vehicle apprentice diagnosed and repaired a clutch failure quickly, despite having very little prior knowledge of this aspect of motor vehicle maintenance. Catering apprentices are encouraged to be autonomous in preparing dishes for large numbers of clients. Hairdressing apprentices showed a good grasp of a range of hair colouring techniques, including the importance of health and safety.
- Arrangements to ensure that college-based training and on-the-job training are coordinated well are not effective enough. Employers do not always have a clear understanding of what apprentices are learning at college, and on occasion this leads to a disconnect between the skills that apprentices are developing at work and at college. This is also evident in progress reviews, where employers, assessors and trainers do not work well enough together to identify clear targets for apprentices to improve all aspects of their work.
- Apprentices make good progress in improving their English and mathematics, with most achieving their qualifications at the first attempt. However, apprentices who have already achieved their qualifications are not encouraged enough to improve their English and mathematics further.
- Apprentices are keenly aware of the importance of health and safety. They are also encouraged to deepen their understanding of issues around equality of opportunity in the workplace, and the importance of understanding the diversity of colleagues and customers that they encounter. However, not enough attention has been paid to ensuring that apprentices are aware of the dangers posed by those who seek to promote violent extremism.

Provider details

Unique reference number	129383
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	8,631
Principal/CEO	Sarah Wright
Telephone number	01293 442200
Website	www.centralsussex.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)	545	256	265	739	770	136	20	279
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	175	125	74	184	0	13		
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	9							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Brighton Institute of Modern Music (BIMM) Three Bridges Football Club							

Information about this inspection

The inspection team was assisted by the Vice Principal (Quality and Standards) as nominee. Inspectors took account of the college'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 college.

Inspection team

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