

Prior Pursglove and Stockton Sixth Form College

16 to 19 academy

Inspection dates

26–29 March 2019

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
Quality of teaching, learning and assessment	Good	Adult learning programmes	Good
Personal development, behaviour and welfare	Good	Provision for learners with high needs	Good
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Not previously inspected

Summary of key findings

This is a good provider

- Leaders have very successfully created a culture of mutual respect and tolerance. The behaviour of students is excellent in classes and public areas of the college.
- Leaders and managers work effectively with local partners and stakeholders to develop a curriculum that meets local and regional needs well. Adults benefit well from learning opportunities in the community that would otherwise be unavailable to them.
- Leaders and teachers have implemented a well-planned curriculum for students who have high needs that has a strong focus on employability and engages well with employers.
- As a result of well-planned teaching in the large majority of subjects, students make good progress in improving their knowledge and skills. A high proportion of students who complete their courses achieve their planned learning goals.
- Teachers ensure that a high proportion of students who need to take English or mathematics GCSEs as part of their study programmes make good progress and improve their grades.
- A high proportion of students progress to university, higher-level apprenticeships or work when they complete their programmes at the college.
- Senior leaders do not use data effectively enough to monitor the performance and progress of students on courses below level 3. As a result, when areas of concern arise, they are not able to take rapid action to resolve them.
- Managers lack awareness of differences in achievement of the small number of students on study programmes below level 3.
- Senior leaders have been too slow to address inconsistencies in the quality of provision and outcomes that students achieve across the two campuses. Although improving, too many students who take level 3 qualifications, particularly at the Stockton campus, leave their programmes before they complete them.

Full report

Information about the provider

- Prior Pursglove College and Stockton Sixth Form College was created through the merger of two predecessor sixth form colleges in May 2016. The college is a medium-sized 16 to 19 academy and is part of the Tees Valley Collaborative Trust.
- The college provides 16 to 19 study programmes for 1,665 students, adult programmes for 286 students and has 61 students who have high needs. The college offers a wide range of A-levels subjects and a smaller range of vocational subjects at levels 1, 2 and 3.
- The college delivers provision across two sites in the boroughs of Redcar and Cleveland and Stockton-on-Tees. Both boroughs share similar social and economic disadvantages, such as high unemployment, illness, child poverty, crime rates and low household income compared to the national averages. In recent years, attainment rates for 16-year-olds completing key stage 4 have improved in Stockton but remain well below the national averages in Redcar and Cleveland.

What does the provider need to do to improve further?

- Leaders and managers should use data more effectively to analyse the progress, performance and achievement of all students so that they can quickly identify any areas of concern and take rapid action to bring about improvements.
- Leaders should take steps to close the gaps in the achievements of different groups of students who do not follow study programmes at level 3. In particular, they should ensure that:
 - students on study programmes at levels 1 and 2 and adults who have a recognised learning difficulty and/or disability receive the support that they need so that they achieve as well as their peers
 - the proportion of male students who achieve improves.
- Governors and leaders should take effective action to resolve the remaining differences in the quality of provision and the outcomes for students at the two campuses by ensuring that good practice is shared effectively and areas of underperformance are dealt with swiftly. In particular, they should ensure that the proportion of students who remain on their courses at the Stockton campus continues to improve.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have very successfully created a positive culture of mutual respect and tolerance. The behaviour of students is excellent in classes and public areas of the college. Leaders and staff at all levels of the college encourage and support students to apply themselves in their learning. As a result, the large majority of students who complete their courses achieve their qualifications.
- Leaders and managers work effectively with partners and stakeholders to develop a curriculum that meets local and regional need well. As a result, the college provides well-designed academic and vocational study programmes for young people to enable them to progress to higher education or employment. Provision for learners who have high needs has a strong focus on employability skills. Leaders and managers work closely with local authorities and Jobcentre Plus to develop effective provision for adults.
- Senior managers use performance management arrangements well to address successfully the few instances of underperformance of teachers and other staff. They identify key actions for improvement and provide appropriate and meaningful professional development to help teachers improve their practice. As a result, staff improve their performance or leave the college.
- Leaders and managers ensure that students who need to take English and mathematics GCSEs as part of their study programmes receive high-quality teaching and support in these subjects. The majority of students studying on English and mathematics courses achieve their learning goals.
- Curriculum leaders and managers have high expectations of what students should achieve. They ensure that teachers monitor closely students' attendance, their performance against course goals and their attitudes. Curriculum managers ensure that the large majority of teachers take effective action when students show signs that they are at risk of falling behind or leaving the college.
- Managers and staff have developed a curriculum that successfully broadens students' understanding of equality and diversity issues. Students benefit from a wide range of enrichment activities that help them to develop a good understanding about other cultures, religions and a range of other diversity-related themes.
- Leaders and managers have taken effective action to ensure that students receive good, impartial careers advice and guidance. This enables students to make well-informed choices about course and qualification options and to plan their next steps. As a result, the large majority of students progress to meaningful destinations when they complete their programmes, including university, higher-level apprenticeships and work.
- Managers have started to share best practice through cross-college moderation of assessment decisions and through increased opportunities for peer mentoring. However, senior leaders have been too slow to address inconsistencies in the quality of provision and outcomes that students achieve across the two campuses. Managers have not acted rapidly enough to ensure that more practice is shared across both campuses to enable all provision to improve quickly enough. For example, the strategies used to ensure that more students stay and complete their learning are not applied consistently across both campuses.

- Senior leaders do not use data effectively enough to monitor the performance and progress of the minority of students studying on courses below level 3. They do not review college performance data in sufficient detail to ensure that differences in outcomes are identified and addressed. Consequently, leaders and managers have not identified the gaps in achievement between different groups of students.

The governance of the provider

- Governors set senior leaders challenging targets for improving provision for students aged 16 to 19 on level 3 programmes. They are knowledgeable about the progress that these students are making. Governors hold senior leaders to account based on the information that college managers provide them with at board meetings. However, data presented to governors does not focus enough on provision below level 3 and for adults. As a result, a small proportion of students' performance is not reported well enough to enable governors to monitor the progress of all students effectively.
- Governors work effectively with curriculum managers in their link governor roles. This ensures that they have a good working knowledge of all areas of the college. Managers appreciate the interest that governors show in their work.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers ensure that appropriate safeguarding and 'Prevent' policies are in place. All staff and students fully understand these policies. Recruitment checks are undertaken on staff at all levels to ensure that they are safe to work with students.
- Managers work effectively with local agencies to keep students safe. Managers and staff provide good levels of care and support that help students stay in learning and overcome issues that they face outside of college.
- Staff receive appropriate safeguarding training which is updated on a regular basis. They use their knowledge and expertise to provide effective support to help students overcome problems that arise. For example, staff have undertaken mental health training at Stockton Sixth Form College to equip them with the skills that they need to deal with the increasing number of students with mental health issues.
- Students are kept safe at college. They appreciate the recent introduction of lanyards at the Prior Pursglove campus which provide them with an easily recognisable, visible check to confirm that everyone in the college is a 'safe' person. However, staff do not give students sufficient opportunities to gain a broader understanding of how radicalisation and extremism relates to them. Consequently, too few students can explain what the dangers of radicalisation are and how they can avoid them in their everyday lives.

Quality of teaching, learning and assessment

Good

- Teachers nurture students' enthusiasm and build on their prior knowledge by using a variety of interesting activities in lessons. As a result, students are keen to learn and talk enthusiastically and knowledgeably about the topics that they are studying. A high

proportion of students progress to university, higher-level apprenticeships or employment when they complete their programmes at the college.

- Teachers routinely and accurately assess the progress of students to identify gaps in their skills and knowledge. The large majority of teachers use these assessments well to help their students improve. As a result, most level 3 students make the progress expected of them and those students with low key stage 4 attainment make particularly good progress.
- Staff are appropriately qualified and have regular and effective training to update their teaching skills and subject knowledge. Teachers effectively share good practice between Prior Pursglove and Stockton campuses in several subjects, including GCSE English and mathematics. However, this practice is not consistent enough across all subject areas. As a result, the quality of students' experience in a few subject areas is not good enough.
- Teachers and managers have good levels of contact with parents and carers to help support students to succeed. Staff liaison with parents and carers is particularly effective in helping students who experience personal problems to succeed on their programmes.
- Teachers and managers at Prior Pursglove know their students well. They use the comprehensive range of initial assessment tools available to them to plan programmes which meet individual student needs effectively. As a result, a high proportion of students at Prior Pursglove remain on their courses and achieve.
- Teachers plan and deliver their lessons so that the large majority of students make the progress expected of them, especially those who have relatively low levels of prior attainment. However, teachers do not provide enough challenge for students with high attainment levels on entry. Consequently, not enough of these students achieve the higher grades of which they are capable.
- The large majority of teachers provide students with high-quality feedback which helps them to improve. In these cases, teachers' feedback is helpful and targeted. As a result, most students improve their work. In a small minority of instances, teachers do not check that students act upon feedback well enough to make the improvements needed in their work.
- Most students appreciate and benefit from teachers' support outside of formally scheduled lessons. This support includes extra revision and booster classes for students who have been identified as falling behind.
- As a result of good teaching, students resitting their GCSEs in English and mathematics develop their skills well and improve their grades. Students enjoy these lessons and can explain what they are learning and the progress that they are making towards achieving their qualifications.

Personal development, behaviour and welfare

Good

- Students exhibit excellent behaviour in classrooms and public areas of the college and have a positive attitude to studying. They arrive to lessons on time and are ready to learn. This results in a calm, measured and responsible atmosphere throughout both campuses. Students treat visitors, their teachers and each other with respect.

- Students participate enthusiastically in a range of activities additional to their core programme of study. As a result, they develop confidence and improve their communication skills well. They positively contribute to their local community by taking part in charity fundraising events, volunteering and focus groups. Consequently, they develop wider skills and knowledge that will benefit them in their future lives and careers.
- Students benefit from individualised, impartial and wide-ranging careers advice and guidance from staff. The guidance that they receive is appropriate to their career aims and aspirations. Students are clear about what they need to achieve to get to the next stage of their education or employment. Progression to university, employment or apprenticeship is, therefore, strong.
- The large majority of students take pride in their work and produce work that is of an appropriate standard for their level of study. Students' work folders are well organised and show evidence of improvements over time.
- The large majority of students benefit from activities and support which help them prepare well for the world of work. Where students' intended next step is likely to be to university, they receive good guidance, talks from university staff and visits to universities. Most students on vocational courses undertake relevant work experience. This develops their knowledge and understanding of their chosen career pathway well.
- Students' attendance is good at both campuses. Teachers follow up any instances of poor attendance to ensure that the large majority of students attend and catch up with missed work quickly.
- Students are aware of the dangers of online and real-life threats to their physical and mental well-being. They know how to protect themselves from harm, how to raise concerns and who to speak to if needed.
- The large majority of students at the Prior Pursglove campus have a good understanding of the risks posed by extremist organisations and the potential dangers of being radicalised. However, too many adults and 16-to-19-year-old students at the Stockton campus are less aware of the risks posed by radicalisation and extremism. As a result, they do not know how to protect themselves sufficiently well from potential harm.

Outcomes for learners

Good

- The large majority of students make good progress from their starting points. Teachers and curriculum managers closely monitor students' progress and take decisive action where required. This is particularly effective for students who join the college with low prior attainment at key stage 4. Many of these students attain higher-than-predicted grades. The large majority of students who take vocational study programmes at level 3 make good progress from their starting points.
- Most students who complete A-level qualifications make the progress that they are capable of in most subjects. In subjects such as chemistry, English language and travel and tourism, students are challenged well, and many achieve higher-than-predicted grades. However, in a few other subjects such as physics, physical education and geology, too many students do not achieve the grades of which they are capable.

- A high proportion of students who need to re-sit GCSE in English and mathematics improve their skills and grades. A good proportion achieve high grades.
- Adult students on short courses achieve well and enjoy learning. As a result of improved confidence, many progress into further learning or employment.
- A high proportion of students aged 16 to 19 progress to university, employment or higher-level apprenticeships when they complete their programmes at the college.
- Although the proportion of students who have remained on their programmes in the current year has improved at a faster rate than the national picture, it remains too low, particularly at the Stockton campus. Recent actions by leaders and managers are ensuring that more students remain on their programmes, although at Stockton this requires further improvement.
- Managers lack awareness of the differences in achievement among the small number of students studying programmes other than level 3 study programmes. For students taking qualifications at entry level, level 1 and level 2, males achieve less well than females. Adults and students on study programmes at level 1 and 2 who have an identified learning difficulty and/or disability achieve at a lower rate than their peers. Students from white ethnicity backgrounds achieve less well than their peers.

Types of provision

16 to 19 study programmes

Good

- Students on study programme make up around 85% of all students at the college. The vast majority study academic programmes at level 3, with a few studying vocational courses. Students benefit from being able to choose from a wide range of subjects and qualifications. This ensures that study programmes are well suited to their prior attainment and future plans. A small minority of students aged 16 to 19 study vocational programmes at levels 1 and 2. These programmes focus on improving students' English, mathematics and employability skills as well as their vocational skills and knowledge.
- Teachers accurately identify students' starting points at the beginning of their study programmes. In addition to assessing students' skills in English and mathematics, they make good use of subject-specific skills assessments to plan study programmes which meet most students' needs and future career aspirations.
- Teachers monitor students' progress well. By frequently assessing students at key points in their programmes, teachers are able to identify accurately any students who are underperforming. Students benefit from detailed, targeted action plans designed to help them improve. As a result, the large majority of students, particularly those who enter with low prior attainment at key stage 4, make good progress. Teachers do not use these assessments as effectively for students with higher levels of prior attainment.
- Learning support assistants provide students with effective in-class support which helps to remove barriers to learning. Learning support tutors help students to understand learning tasks to ensure that they participate fully in lessons. They use their skills particularly well to manage students who become anxious, keeping them focused and calm, and so enabling them to learn.

- Managers ensure that students who need to take English and mathematics GCSEs as part of their study programme are enrolled on appropriate courses. As a result of effective teaching in these subjects, students make good progress in improving their English and mathematics skills and a good proportion achieve higher grades.
- Teachers are well qualified and have good subject knowledge. They skilfully break down complex theories into practical everyday examples to help students better understand. The large majority of teachers check learning well. They use a wide range of strategies including effective questioning and peer assessment to check students' recall and understanding. This was particularly effective with students working on chemical equations linked to enthalpy changes.
- Teachers provide helpful feedback that develops students' understanding of subject content and their English skills. They clearly outline what students need to do to improve specifically for their subject and more generally for their approach to assignments. Teachers often encourage students to identify how they can improve their work through self-reflection and critical analysis. As a result, students are able to work independently towards their learning goals.
- Students benefit from good, impartial careers advice and guidance. Teachers and careers staff provide effective advice on a wide range of progression destinations, including apprenticeships and higher education. As a result, students' progression to higher-level study, university, apprenticeships and employment is high.
- Staff ensure that students develop their wider personal, social and employability skills through a broad range of enrichment activities. For example, students participate enthusiastically in voluntary work and industry visits. Guest speakers and enterprise activities help students to develop an understanding of the world of work. Many students access relevant work experience which develops their knowledge of chosen career pathways well.
- Leaders and managers have implemented actions to improve the proportion of students who stay on their programmes at the Stockton campus. Teachers now have closer contact with students' parents and complete more regular performance reviews. As a result, a much higher proportion of students have been retained in the current year, although this requires further improvement.
- Students feel safe. They see the college as a safe environment and know how to report any concerns that they may have. As a result of student feedback, senior leaders acted swiftly to make sure that effective arrangements were in place to prevent strangers from entering the Prior Pursglove campus.
- Students understand how to minimise internet threats and ensure their safety while working online. Nearly all students at the Prior Pursglove campus have a good understanding of the risks of radicalisation and extremism. However, students at the Stockton campus do not develop sufficient awareness of the dangers of extremism and how this may affect them in their daily lives and work. Students have a clear understanding of fundamental British values and how these apply in their lives.
- In a small minority of lessons, teachers do not plan learning well enough to provide students with sufficient challenge. For example, in a few cases, students are required to copy notes from whiteboards with no checks to confirm that they have understood key

learning points. In a few instances, students have difficulty in understanding the content or purpose of the lesson and, therefore, are unable to make a meaningful contribution.

Adult learning programmes

Good

- Adult students make up 15% of students at the college. Most study on a range of short courses designed to help them get back into work. The college also has a small access provision for students who want to change career or progress to university.
- Teachers make sure that students have a clear understanding of how their chosen course relates to their career and wider life goals. Students know what they need to do to progress to the next level of study or into their chosen career. Part-time courses are designed to develop unemployed adults' skills to help them get back into work. Consequently, students' progression into higher-level study, university or employment is very high.
- Teachers provide thorough and helpful feedback on students' written work that helps students to make good progress. Teachers encourage students to identify what they need to do to achieve through self-evaluation. As a result, students develop their self-confidence and enjoy learning.
- The large majority of teachers use their subject and teaching expertise well in lessons to develop students' knowledge and skills, building effectively on previous learning. Students are confident and, in most cases, show a good grasp of subject content appropriate to the level at which they are studying. Students often apply their personal experience of issues such as anxiety and phobias to the subject material in lessons.
- Students show respect for each other and value the opinions of others. They confidently share difficult personal issues in class to better understand, for example, the effects of schizophrenia on family members. A large proportion of students enrolled on mental health and autism courses apply the knowledge that they have gained to support clients in their workplaces and any family members who are diagnosed with mental health problems.
- Managers work effectively with local partners and stakeholders to develop a curriculum that meets local and regional needs well. For example, programmes supporting women back into work and courses on alcohol and substance misuse develop students' awareness of how to support vulnerable members of the community. Courses in health and caring and in supporting teaching and learning help students to gain work. Students often use these opportunities to begin new careers such as working as support staff in schools.
- Managers evaluate the effectiveness of adult provision well and use this to make improvements to the provision. As a result, the very large majority of adult students make good progress in achieving their learning aims. The large majority of students remain on their courses and achieve their qualifications.
- Students feel safe in their learning environments. They value studying at outreach centres near to where they live. Teachers develop students' confidence well. As a result, students who progress to level 3 programmes feel secure enough to attend learning at a main college site.

- Adult students have a limited understanding of the risks of radicalisation and extremism. As a result, they lack awareness of the steps they could take to keep themselves safe from these risks.
- Teachers do not effectively develop the English and mathematics skills of their students on level 1 and 2 vocational courses. English and mathematics are rarely planned for or promoted in these lessons. Teachers do not correct students' errors in spelling and punctuation, which leads to students making repeated mistakes.

Provision for learners with high needs

Good

- The college receives funding for 61 students who have high needs. The large majority of courses for these students are entry level and level 1 and are designed to meet students' individual needs. A small minority of students study alongside their peers on main study programmes, including level 3 courses.
- Leaders and managers use funding effectively to develop appropriate provision for students who have high needs. They consult closely with local authorities to ensure that the statutory requirements of students' education, health and care plans (EHCPs) are met fully.
- Managers work well with a range of partners, including local authorities and feeder schools, to ensure that students make a successful transition into college. During the final term of Year 11, staff visit students in their schools, attend open evenings, meet with parents and carers and offer taster sessions, link courses and drop-in sessions. Students value the experience of attending college prior to full-time enrolment.
- Students are placed on the right courses to meet their needs as a result of thorough initial assessment and induction activities. Teachers use information from external agencies as well as the views of parents and carers very effectively. As a result, students' academic, personal and social skills are accurately identified, and individual targets agreed. This information is carefully summarised for staff in pen portraits and personal plans, which staff use to plan lessons effectively.
- Teaching staff have a good range of specialist qualifications appropriate for working with students who have high needs. Teachers have high expectations of students and support them successfully to achieve their personal goals.
- Managers have developed a good range of resources to enable students to access provision at the college effectively. Students' physical care needs are very well supported, through for example, a wide variety of specialist accommodation, adapted facilities and specialist support workers. Specialist learning resources such as adaptive keyboards, computer trackballs, interactive boards and tablets enable students to access learning activities effectively and independently within lessons.
- A high proportion of students achieve their main academic qualification. Staff record students' achievements very effectively to demonstrate students' progress towards their independent living targets. Students make good progress to higher-level courses within the college or to employment.
- Students are prepared well for employment. They benefit from good employer involvement and a wide range of work-related activities. For example, students run an onsite charity shop, work in community settings, visit large local employers and complete

staged work placements. These often lead to work experience opportunities, including supported internship placements. Students gain an effective understanding of what is expected at work through employers' talks and visits to commercial organisations.

- Students receive effective careers advice and guidance through EHCP reviews and meetings with independent careers advisors.
- Students behave well, respect each other and understand how to keep themselves safe. They value the safe environment and they know who to speak to if they have a problem. Students have a basic awareness of how to stay safe from radicalisation and extremism. They learn about e-safety but have limited recall of this and, as a result, too many are unclear of how to keep safe online.
- Teachers successfully develop students' English and mathematics skills that are relevant to their needs. They routinely develop mathematics skills in lessons by, for example, weighing, measuring and estimating ingredients in basic cookery classes. As a result, learners use functional mathematics skills effectively in day-to-day tasks.
- Students are positive about their learning and many improve their self-esteem and confidence, especially those who have previously been disengaged from learning. Students' achievements are celebrated well through awards and presentation events, both at the main college celebration evening and at the 'End Fest', a specific event for foundation students who perform and sing in the open air.
- A small minority of teachers do not challenge the most able students sufficiently well. Consequently, these students do not make rapid enough progress or achieve at the level of which they are capable. Teachers do not agree targets that are precise or measurable enough, so students do not know how to improve their work, develop skills or achieve higher grades.

Provider details

Unique reference number	145227
Type of provider	16 to 19 academy
Age range of learners	16+
Approximate number of all learners over the previous full contract year	2,232
Principal/CEO	Joanna Bailey
Telephone number	01287 280800
Website	https://pursglove.ac.uk ; www.stocktonsfca.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)	58	170	49	94	1,558	22	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	–	–	–	–	–	–
Number of traineeships	16–19		19+		Total			
		–		–		–		–
Number of students aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	61							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

Information about this inspection

The inspection team was assisted by the deputy principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and key stakeholders; these views are reflected within the report. They observed learning sessions and assessments. The inspection took into account all relevant provision at the provider.

Inspection team

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