

Abingdon and Witney College

General further education college

Inspection dates

28–31 March 2017

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	Apprenticeships	Outstanding
Outcomes for learners	Good	Provision for learners with high needs	Good
Overall effectiveness at previous inspection			Good

Summary of key findings

This is a good provider

- Learners behave well, are tolerant of different views and show respect for their teachers and peers.
- Apprentices make significant and sustained progress from their starting points, and the vast majority of apprentices achieve their qualifications.
- Managers maintain strong partnerships with local and regional employers and ensure that courses meet local needs.
- Learners benefit from a wide range of enrichment activities and additional qualifications that develop the skills they need to progress to their next steps.
- Managers oversee a highly effective teaching, learning and assessment strategy, which leads to sustained improvements in learning and learners' progress.
- Teachers receive excellent support to improve the quality of teaching, learning and assessment.
- Learners develop good, industry-standard skills, attitudes and knowledge; they are taught by highly qualified teachers with up-to-date industry experience.
- Managers ensure that learners with high needs follow highly individualised learning programmes that meet their needs and develop their independence.
- Not enough learners on study programmes achieve their English and mathematics qualifications.
- A minority of staff do not plan effectively for learners of all abilities and as a result, some learners do not receive sufficient challenge and learning is not always at the appropriate pace.
- Too few adult learners have a clear understanding of how to keep themselves safe from the risks posed by extremism and radicalisation.

Full report

Information about the provider

- Abingdon and Witney College is a medium-sized further education college serving the local community of Oxfordshire and the surrounding areas. Courses available include study programmes, adult learning programmes and apprenticeships, with the majority of learners studying vocational qualifications. The college has three main sites: one in Abingdon, one in Witney and a rural centre in Hailey. Community learning takes place in a number of community-based hub centres.
- Unemployment in Oxfordshire is lower than the regional and national averages. The proportion of residents in Oxfordshire with qualifications at level 2 and above is much higher than the regional and national averages.

What does the provider need to do to improve further?

- Ensure that all teachers carefully plan lessons that:
 - take into account the needs and abilities of all learners within each class
 - have a pace of learning which is appropriate for all learners to make progress
 - challenge the most able learners to achieve their full potential.
- Increase the proportion of study programme learners that achieve their English and mathematics qualifications, by:
 - improving the rate of attendance at these subjects
 - better identifying the topics that learners are not yet confident with and developing strategies to enable teachers to address them.
- Leaders and managers must ensure that all adult learners have a good understanding of how to keep themselves safe from the risks posed by radicalisation and extremism.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal, governors and senior leaders have a very clear strategic vision for the college and hold high ambitions for learners. They have successfully addressed the key weaknesses identified at the previous inspection. They have ensured that the quality of teaching, learning and assessment has continued to improve and that most learners achieve their qualifications and make good progress from their starting points.
- Managers have taken effective action to ensure that teaching, learning and assessment are good. Managers have set clear expectations of what constitutes effective teaching and staff in the 'teaching skills academy' support teachers well in attaining those standards.
- Performance management of teachers and managers is rigorous and takes into account a range of information, including learners' results and progress. Staff who observe teaching, learning and assessment have a good focus on learning and learner's progress and make accurate judgements. They carefully identify areas for improvement and use these well to plan the extensive professional development programme. Following observations, managers work with teachers on individual development plans that they monitor closely to measure improvements.
- Managers are effective in improving the quality of provision. The self-assessment process involves all staff and takes good account of learner views. The college self-assessment report is a self-critical document and mostly accurate in its evaluation of the provision. Teaching staff use self-assessment to inform subject-specific quality improvement plans that course teams use well to make improvements.
- Managers are highly effective at tackling underperformance. They frequently review key performance indicators with curriculum team leaders. They monitor closely the performance of teams and the progress of individual learners. Subcontractors are subject to the same quality improvement arrangements, and these are equally effective in improving provision.
- The quality of apprenticeship provision has improved since the previous inspection. Assessors closely track learner's progress, ensure there is a strong focus on skills development and provide highly effective personal support for apprentices.
- The college has strong and very productive partnerships with local employers, schools and other organisations. College staff listen carefully to employers and design apprenticeship programmes that meet their needs well. As a result, employers are able to highlight the benefits that apprentices bring to their businesses. Senior leaders work well with their local enterprise partnership to identify and respond to local, regional and national priorities. For example, the college is contributing to meeting the need for skills in the science, engineering and technology sectors.
- Senior leaders have managed the transition of the community learning provision from the county council to the college very well. Managers have established good communications with the dispersed, often part-time teachers and have ensured that, despite a significant growth in learner numbers, achievements rates remain high. They also ensure a strong focus on meeting the needs of adults from deprived communities.
- Leaders ensure that the college provides a welcoming environment with an inclusive and

tolerant culture. Staff promote equality of opportunity well. Learners treat each other with respect and are prepared well for living in a diverse society. Managers monitor the performance gaps of different groups of learners very thoroughly and take highly effective action where necessary.

The governance of the provider

- Governors have a diverse range of specialisms and bring good experience to the board. They use these well to shape the strategic direction of the college and to provide robust scrutiny and challenge of senior leaders.
- Senior leaders provide governors with detailed and accurate information on learners' achievements and progress. They also provide frequent reports on safeguarding and equality matters. As a result, governors know strengths and areas for improvement well and monitor progress effectively.
- Governors communicate very well with senior leaders and managers. Governors have strong links with faculties, which gives them a good understanding of the college curriculum.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers responsible for overseeing safeguarding record and monitor safeguarding incidents well. Safeguarding officers have good links with specialist agencies including the local authority safeguarding board, the 'Prevent' regional coordinator and the police, and use these well.
- Managers have a good awareness of the pressures that learners may be subject to and tailor training accordingly. For example, recent training sessions on mental health concerns helped teachers to spot learners' early signs of stress.
- Staff and learners receive training in the 'Prevent' duty and about British values, which has been effective in raising awareness of these priorities. While most learners have a clear understanding of the risk posed by extremism, adult learners' understanding is less well developed.

Quality of teaching, learning and assessment

Good

- Teachers use a good range of teaching and assessment methods to engage and challenge learners, and as a result the large majority of learners make good or better progress. Learners benefit from very high quality facilities and learning technologies, which most teachers use well to enhance learning. For example, they use interactive systems to pose and answer quiz questions, which help motivate learners and check their knowledge. Most learners, including learners with high needs, apprentices and adults enjoy their learning.
- Staff provide good support to learners to help them achieve their learning goals during and between sessions. Most teachers set clear objectives for their lessons, enabling learners to share responsibility for their own learning. Specialist tutors and learning support staff help improve learners' study skills, give them a good range of research

advice and access to useful online tools. This helps them complete work to high standards between lessons. Assessors and training coordinators provide excellent support to apprentices that helps them make very good progress.

- Teachers and assessors are well qualified, have extensive subject knowledge and relevant industry experience. Most plan lessons and off-the-job training sessions well. This ensures that most learners and apprentices rapidly develop the skills and knowledge they need to achieve their qualifications and to improve their performance at work.
- A minority of teachers do not check carefully enough whether learners have achieved the goals or objectives for that lesson. A small minority of lessons lack sufficient pace and challenge. As a result, a minority of learners, particularly the most able, do not make the progress of which they are capable.
- The vast majority of teachers accurately assess learners' progress and provide clear feedback on their performance. Most teachers work well with learners to set and carefully monitor progress towards clear targets. As a result, learners know what they need to do to improve, how to meet the requirements of their qualifications, and how to develop their broader, work-related skills.
- Learners develop skills that employers need. In many curriculum areas employers set assignment briefs for learners that add extra value to the experience that learners are receiving. The involvement of employers at various stages of the feedback process ensures that final pieces of work that learners produce are to industry standards. Work experience is generally well planned and, in the main, linked to learners' vocational areas and intended next steps.
- Teachers raise learners' awareness of British values, the importance of equality of opportunity and valuing diversity through a well-structured core tutorial programme. Reinforcement, where appropriate, within lessons and progress reviews is effective.

Personal development, behaviour and welfare

Good

- Learners and apprentices behave well in classes, in the workplace and at college. They are respectful towards each other and are tolerant of different views. They have positive attitudes to their studies, generally arrive at college ready to learn, and take pride in their work, which is of a good standard. For example, learners keep neat and well-presented workbooks in English and well-illustrated, creative journals in art and design. Staff give learners good support to develop their personal and social skills, including their confidence.
- Advice and guidance are effective. Learners and apprentices benefit from good initial and continuing careers education, advice and guidance. A team of experienced and well-qualified careers advisers engages well with learners to ensure that they are on the right course. Most learners receive impartial guidance that is appropriate for their needs. As a result, the number of learners who stay on their programmes is high, and the vast majority of learners move to positive destinations, including apprenticeships, employment and higher-level courses.
- Learners benefit significantly from centrally coordinated enrichment activities. The broad timetable includes activities that learners are keen to engage in, with many led by learners themselves. These activities develop personal and social skills, as well as

engaging the learners in enjoyable physical activity. Learners and apprentices, across a range of subject areas, study towards additional qualifications that prepare them for progression into employment. For example, childcare learners study paediatric first aid; health, and social care learners study GCSE science.

- Learners know how to keep themselves fit and healthy. The college has a range of support services in place, such as an on-site college nurse and effective links to external agencies. Learners at all campuses understand the need for a balanced diet and many participate in well-being activities facilitated by college staff, such as developing techniques to manage their own stress and anxiety.
- Leaders and managers develop learners' English and mathematics skills well on study programmes. Learners are successfully encouraged to develop their skills further through individual targets that link to online materials. However, learners who are still working towards qualifications in English and mathematics do not attend classes often enough. As a result, the proportion of study programme learners achieving A* to C grade in GCSE examinations or passing their functional skills is not high enough.
- Most learners are punctual and attend lessons on time. However, those on adult learning programmes attend less well than learners on study programmes.
- Learners know how to keep themselves safe, have a good understanding of personal safety, including digital and on-line safety, and know how to raise concerns should they have any. Most learners have a good understanding of the risks of extremism and radicalisation. However, adults' understandings are less well developed and too few learners understand the threats to their own safety.

Outcomes for learners

Good

- The vast majority of learners on study programmes achieve their main qualifications. They develop good knowledge and skills that prepare them well for their next steps.
- Most adult learners studying substantial, longer-term courses achieve their qualifications and learning goals. The vast majority of adult learners studying short training courses achieve their qualifications.
- The number of apprentices who complete their qualifications has steadily risen over the last two years and is now high. The vast majority of current apprentices are making good progress from their starting points and the proportion that complete their courses within their planned time scale is high. In engineering, where apprentices perform less well, managers have analysed the reasons why achievement rates are low and interventions are in place to ensure improvement. As a result, the progress of current learners is significantly better than in previous years.
- The large majority of learners progress to further education or employment. Almost all apprentices remain in employment after completing their courses. However, managers do not systematically review whether destinations are sustainable over time and how the courses on offer are positively influencing learners once they leave the college.
- Managers closely monitor the performance of different groups of learners. They recognise and quickly deal with any gaps in achievement. As a result, all groups of current learners are making at least the progress expected of them.

- Adult learners achieve well in English and mathematics. The large majority of those taking functional skills qualifications pass these and the proportion achieving A* to C grades in GCSE examinations is high. However, the proportion of study programme learners who pass functional skills qualifications or achieve A* to C grades in GCSE English and mathematics is too low.

Types of provision

16 to 19 study programmes

Good

- The college has approximately 1,575 learners on study programmes. All learners follow vocational pathways and around half of them are studying at level 3. The remaining learners are evenly split between levels 1 and 2.
- Teachers and leaders have high expectations for learners and programmes meet the principles of the study programme very well. Learners benefit from taking part in a wide range of work experience and other work-related activities. Teachers plan work experience well; they ensure that it is valuable and mainly related to learners' subject areas. As a result, learners gain valuable vocational skills and a good understanding of the industries they want to work in.
- The large majority of lessons are purposeful and well planned with a good range of activities. Learners make good progress and are enthusiastic about their learning. The large majority of tutors use questioning effectively to help extend learners' knowledge and skills. However, teachers do not always plan lessons well enough to challenge all learners or check their understanding.
- Learners benefit from well-managed, industry standard, resources. Teachers use their recent industry experience well to enhance learners' practical experiences, and learners acquire a wide range of valuable skills through purposeful practical activities. Live industry assignment briefs and external practical opportunities develop learners' employability skills well. For example, agriculture learners fix fences at a local farm, and construction learners fit out the construction workshops on the Witney Campus.
- Learners use technology well to develop their independent learning skills. The virtual learning environment has a range of resources uploaded by teachers that are useful in extending learners' knowledge. For example, in sport learners work collaboratively through a central portal, sharing research and contributing to data tables; in art and design, learners record their progress on blogs and interactive videos.
- Learners receive helpful oral and written feedback from teachers that improves their skills and helps them make good progress. Oral feedback during practical sessions is immediate and allows learners to make positive adjustments to the activities they are doing. Written feedback is constructive and clearly identifies what learners need to improve.
- Teachers know their learners very well. They use target-setting well to support learners to make good progress. Teachers and tutorial staff communicate with each other well and learners are, where appropriate, set individualised targets relating to areas they need to improve, such as attendance and timely assignment submission.
- Learners understand the value of improving their English and mathematics skills both in their vocational subject area and to support their future employment opportunities. Teachers carefully assess all learners when they enter the college to make sure that they

are set individual targets that relate to their areas of need, including those who enter college having previously achieved A* to C grades in their GCSE examinations.

- Attendance is not yet sufficiently high across all courses, with attendance at English and mathematics classes significantly below that in other lessons.

Adult learning programmes

Good

- The college has approximately 2,750 learners on adult learning programmes. Around a third take courses leading to qualifications, including in English, mathematics, English for speakers of other languages, access to higher education and a range of vocational subjects. The remaining learners attend community-learning provision that takes place in a number of venues across the county. The wide range of part-time courses supports adults to return to study and to develop their knowledge and skills.
- Good partnerships with Jobcentre Plus, local charities and community groups support the design and development of courses that meet local needs. These courses help adults to develop their academic, personal and social skills so they can take a more active role in their community. For example, refugees from Somalia and Syria now have the confidence to volunteer in charity shops, and intensive work programmes for unemployed adults help improve their lives and future prospects.
- Adults progress in their studies well, both during individual sessions and throughout their courses. Teachers and learners carefully monitor progress. In the majority of sessions, the standard of learners' work is good and they are proud of the work they have produced.
- Teachers mark learners' work frequently and accurately. Written feedback includes corrections to spelling and grammar, as well as indicating how learners can improve their work. Teachers give individual oral feedback in sessions that helps learners progress quickly. As a result, the large majority of learners make good or better progress.
- Teachers assess learners' starting points well to understand how to best support them. Teachers help learners develop their English and mathematics skills well by the skilful integration of these subjects into most sessions. Online learning materials are available for all learners to access and many use them well. As a result, the proportion of adult learners passing their English and mathematics functional skills qualifications and achieving A* to C grades at GCSE is high.
- Family learning courses help parents work better with their own children. Teachers share strategies that help learners to understand children's development and the best ways to support them at home. Learners take home a range of materials that they are keen to use in activities with their children, such as colourful modelling clay, sticky notes and practice spelling sheets. As a result, learners are more confident in their parenting skills.
- Those without English as a first language benefit from well-structured courses and make rapid improvements to their spoken English. Carefully planned lessons build on previous learning and ensure that learners are able to complete qualifications swiftly and progress onto higher levels of study. As a result, learners are more confident in dealing with day-to-day situations, such as talking to their doctor and to teachers at their children's school.
- In a small minority of sessions, teachers provide insufficient challenge for most-able learners and limited support for those that find lessons too hard. As a result, learners'

individual needs are not always met.

- Learners feel safe and know what to do if they have concerns about themselves or others. Most understand how to stay safe online. However, adults' understanding is less well developed and too few learners understand the threats to their own safety.

Apprenticeships

Outstanding

- The college has around 300 apprentices in learning. Apprentices study towards qualifications in business administration, health and social care, horticulture, motor vehicle, accounting, and engineering and manufacturing. Most apprentices are studying at intermediate level and at advanced level in business administration, engineering, and motor vehicle. A very small number of higher apprentices study health and social care, and leadership and management.
- Most apprentices make excellent progress from their starting points. The majority of apprentices produce work to a very high standard. They benefit from very good development of their personal skills and acquire new vocational skills that they use well in the workplace. These skills often help secure promotion in their workplaces. For example, business administration apprentices achieved promotions into the role of office supervisors. Almost all apprentices remain in full-time employment after they complete their apprenticeship.
- Leaders and managers work closely with employers to ensure that apprenticeships meet local business needs very well. Apprentices benefit from working for high-quality employers who help to advance their careers. In recent years, leaders have increased the number of apprenticeships available at the college and have carefully targeted growth in local skills shortage areas, such as in health and social care.
- Leaders and assessors involve employers very well in the training of apprentices. Assessors and training coordinators work closely with employers to plan high-quality learning opportunities. College staff ensure that employers engage with planning to identify how best to meet apprentices' on- and off-the-job training requirements. College staff work well with employers during the recruitment of apprentices and support employers to ensure that apprentices make rapid progress towards their qualifications.
- Leaders and managers have been highly effective at closing gaps in achievement. Careful analysis of underperforming groups means that clear actions are in place to ensure that all apprentices make significant and sustained progress that is better than in previous years. All apprentices across all subject areas are making better than expected progress.
- Apprentices have a good awareness of safeguarding in the college and their workplace. They know how to stay safe online. They have a good understanding of the 'Prevent' duty and assessors promote and reinforce health and safety well. As a result, apprentices understand the safe working practices that relate to their own workplace.
- Assessors and trainers support apprentices very well through frequent visits to assess progress across all parts of their course. Apprentices with identified learning difficulties receive high levels of support that meet their individual needs. Additional study sessions are available to apprentices to receive one-to-one support with their coursework. Leaders provide apprentices with assistive technology, if needed, which helps to develop independent learning skills. College staff provide highly effective support for apprentices'

pastoral needs, such as support with mental health difficulties.

- Assessors and training coordinators provide apprentices with good-quality written feedback and very good oral feedback. Progress reviews provide constructive feedback on apprentices' performance and evaluate the development of relevant transferable skills, such as communication and creative thinking skills. However, in a very small minority of cases, discussions are tutor-led, limiting input from the apprentices. A very small number of apprentices experienced a temporary interruption to their mathematics lessons because of delays in replacing a member of staff.

Provision for learners with high needs

Good

- The college receives funding for 244 learners with high needs. Managers have high aspirations for learners and provide a wide and varied range of individualised learning programmes that meet their needs well. Learners progress through the levels of study well, with many taking positive next steps, including a small number of learners progressing onto supported internships.
- Most teachers prepare lessons that engage learners well, set challenging tasks and use effective questioning to check learners' understanding. Teachers record progress carefully, mark work regularly and give feedback that inspires learners and identifies areas for further development, so that learners know what they have to do to improve.
- Approachable teachers provide good individual support for learners, including mentoring. Teachers help learners to develop study skills that reduce their anxiety levels and enable them to remain on programmes. Specialist support from speech and language therapists, physiotherapists and other professionals is well coordinated and positively influences learners' time at the college. Learners frequently use the 'green rooms' across the campuses to relax, feel safe and seek support, as necessary.
- Teachers use education, health and care plans and initial assessments well to make sure that learners are on suitable programmes and that teaching focuses on the learners' individual objectives. Teachers produce and make good use of clear profiles of each learner to plan lessons. They take into account learners' individual needs and ensure that support workers are clear about their roles in aiding learners in the classroom.
- Learners develop good social and personal skills. They improve their confidence with everyday tasks and learn valuable life skills such as team working, travelling alone and cooking. As a result, they are more confident about their next steps after college. However, targets set are not always specific enough for learners to know what they have to achieve and in what timescale.
- Learners develop skills in English and mathematics well in lessons and make good progress from their starting points. Learners improve their speech and spelling, and learn to communicate well. They use these newly acquired skills to work on projects that excite them. For example, learners at the Witney campus designed, wrote and edited a good-quality newsletter during their enrichment time.
- The majority of learners benefit from good-quality work experience. Managers and teachers work well with agencies and employers to develop valuable work placements and internships. Support for learners during work experience and internships is good and enables them to learn techniques to cope with their anxiety in the workplace and to

develop skills that employers value.

- Leaders, managers and teachers do not sufficiently evaluate the long-term impact that the provision has in preparing learners for their next steps. They do not assess whether learners have sustained good outcomes over time or maintained greater independence in their lives. As a result, information is not available to inform and influence future curriculum planning.
- Learners, for whom it is appropriate, do not receive adequate advice and guidance about options available to them after their course. Many learners do not have ambitious plans for their future lives and a significant minority of learners are not clear about the options available to them. Procedures and protocols are not yet in place to ensure the smooth transition of learners from the college. Managers have recognised this and taken action; however, it is too soon to measure the impact of the initiative.

Provider details

Unique reference number	130793
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	9,857
Principal/CEO	Di Batchelor
Telephone number	01235 555585
Website	www.abingdon-witney.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)	405	1,824	382	829	788	110	1	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	132	69	37	62	0	4		
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	244							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Better Training LTD EMBS Community College Limited Kennell Freelance Education Services LTD Mill Arts Centre Trust Oxfordshire Football Association Limited							

Information about this inspection

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

Inspection team

Ken Merry, lead inspector	Her Majesty's Inspector
William Baidoe-Ansah	Her Majesty's Inspector
Mark Shackleton	Her Majesty's Inspector
Tricia Collis	Ofsted Inspector
Claire Griffin	Ofsted Inspector
Andrew Kaye	Ofsted Inspector
Penny Mathers	Ofsted Inspector
Daisy Walsh	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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