

Islamic Shakhsiyah Foundation

First Floor, 277 St Anne's Road, Suffolk Road Entrance, Tottenham, London, N15 5RG

Inspection dates 30 September–2 October 2014

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Early years provision	Inadequate	4

Summary of key findings

This school is inadequate because

- The curriculum is inadequate because there are insufficient opportunities for pupils' mathematical, physical, technological, and aesthetic and creative development across the school.
- In the Early Years Foundation Stage, particularly in the Nursery classes, teaching does not cover all of the required areas of children's learning. Children do not have sufficient opportunities to develop their physical, literacy and communication and language skills or their understanding of the world.
- The quality of teaching is inadequate, including in the Early Years Foundation Stage. There are significant weaknesses in teachers' planning and teaching.
- The statutory staff qualification requirements of the Early Years Foundation Stage are not met.
- Teachers' delivery of the curriculum, including the aspect called Halaqah (which supports pupils' spiritual, moral, social, cultural and personal development) is too narrow in its approach to teaching British values.
- There is insufficient detailed guidance for teachers to ensure they deliver balanced view points. As a result, teaching focuses too much on the Islamic perspective.
- Trustees and leaders have not ensured that there is a sufficiently rigorous approach to safeguarding and to assessing risk. Neither do they ensure that identified health and safety concerns are addressed rapidly enough.
- Leadership and management are inadequate. Trustees have not checked and ensured that the independent school regulations are met.

The school has the following strengths

- The teaching of Arabic is good. Pupils make good progress over time to become fluent Arabic speakers and writers.
- Pupils conduct themselves very well around the school. They are polite and courteous.

Compliance with regulatory requirements

- The school must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was unannounced. It was conducted at the same time as a one-day progress monitoring inspection to the partner school in Slough.
- Inspectors observed teaching in 29 lessons, including seven short visits and one longer observation jointly with the headteacher.
- Meetings took place with the Director of Education and headteacher (who are also trustees), the leaders of the Early Years Foundation Stage, an administrator and one with all of the class teachers. A telephone conversation was held with another trustee; and a conference call made with the headteacher of the school in Slough and the inspector leading the concurrent inspection. A school trustee was also present during this conference call.
- A meeting was held with a small group of pupils with a member of staff present. Inspectors listened to pupils read in their classrooms and talked to them about their work. Inspectors spoke to some parents when they dropped off or collected their children.
- Inspectors scrutinised pupils' work, examination results and the school's own records of pupils' progress. A range of documentation, including policies, risk assessments, schemes of work and staff training records at both schools, was examined.
- Inspectors considered 10 responses to the staff questionnaire. At the time of the inspection, pupils had not completed Ofsted's online Point-in-Time survey. There were no responses to Ofsted's online parental questionnaire, Parent View, because this page is not currently accessible. However, the school's own annual surveys of parents' views were considered by the team.

Inspection team

Angela Corbett, Lead inspector

Her Majesty's Inspector

Usman Mapara

Additional Inspector

Clementina Aina

Additional Inspector

Full report

Information about this school

- The Islamic Shakhshiyah Foundation School was established in 2002. It is registered to take 88 pupils aged three to 11 years. The school moved to its current premises in Haringey in 2007.
- The school's proprietors, the Islamic Shakhshiyah Foundation Trust, also manage a partner school in Slough. Each school has its own headteacher but they share the same senior leadership team. The school views itself as bilingual.
- There are 127 pupils on roll, with 48 children in the Early Years Foundation Stage, all of whom attract government funding and 26 of whom are part time. This is significantly above the school's approved registration number.
- The Early Years Foundation stage provision is delivered in the school through two full time bilingual classes for which parents pay fees on top of the Early Years funding. There is also part-time provision called Tifly Day care which is on the same site but in an adjacent building. This is a day care facility for 3-5 year olds and parents can choose to pay for sessions additional to the fifteen hours of Early Years funding they are entitled to.
- Pupils come from many ethnic groups. Around 80% of children come from families who speak a language other than English as the main language at home, thus these children speak English as an additional language. Around 10% of children are new to speaking English. The school has identified three pupils who have special educational needs, but none have a statement of special educational needs.
- No pupils attend off-site alternative provision.
- The school was last inspected in October 2010 when the quality of education and provision for pupils' welfare, health and safety were both judged inadequate, with several of the independent school standards not met. Pupils' personal development and the overall effectiveness of the Early Years Foundation Stage were judged as satisfactory.
- A progress monitoring visit took place in June 2011 when it was found that the school had made good progress and all of the independent school standards were met.
- There was a high turnover of staff with six out of eight class teachers having joined the school shortly before the inspection. All the positions in Tifly Day Care were vacant at the time of the inspection and it was staffed by cover teachers. The Trust's Director of Education has been on leave for several months.
- The school's main aim is to develop each child's Islamic Shakhshiyah (personality) in partnership with parents.
- Both the director of education and headteacher are trustees. Three members are independent of the day to day running of the school. Currently there are vacancies for an additional independent member and the chair.

What does the school need to do to improve further?

- Improve teaching across the school and raise pupils' achievement by ensuring that teachers:
 - set higher expectations in planning for what pupils will achieve within lessons and over time
 - make it clear to pupils what they will learn in lessons so they understand the purpose of the work and make better progress
 - provide pupils with feedback on their work that helps them understand what they are doing well and makes clear how they can improve it further
 - meet the quality of teaching independent school standards and the requirements of the Early Years Foundation Stage listed below.
- Improve all aspects of the curriculum, including Halaqah, by:
 - developing the plans for all subjects to provide pupils with progression and challenge over time
 - providing sufficient guidance to enable teachers to deliver well planned lessons for pupils of all ages that provide them with a wider range of viewpoints
 - meeting the curriculum independent school standards and requirements of the Early Years Foundation Stage listed below.
- In order to improve the quality of leadership and management, senior leaders, governors and the

proprietors should:

- improve the use of assessment information to set targets so that teachers and pupils know what they are aiming for
- ensure that the monitoring of teaching is always linked to pupils' progress
- improve the quality of teaching rapidly
- ensure rigour in managing all safeguarding and health and safety procedures to make sure that risks are considered and mitigated, and that leaders monitor frequently, taking swift action to remedy any weaknesses identified
- ensure the statutory requirements of the Early Years Foundation Stage are met
- ensure that all the independent school standards are met.

■ The school must meet the following independent school standards.

Implement the curriculum policy and ensure it is supported by appropriate plans and schemes of work, and that these are implemented effectively (paragraph 2(1)).

Ensure the curriculum gives pupils of compulsory school age a full-time education with experience in the following areas of learning: mathematical, physical, technological, and aesthetic and creative (paragraph 2(2)(a)).

Ensure the curriculum provides personal, social and health education which reflects the school's aim and ethos (paragraph 2(2)(f)).

Ensure that for pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills (paragraph 2(2)(ga)).

Ensure the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 2(2)(i)).

Ensure teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).

Ensure teaching involves well planned lessons and effective teaching methods, activities and management of class time (paragraph 3(2)).

Ensure teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3(d)).

Ensure the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted (paragraph 5(a)).

Ensure steps are taken, as are reasonably practicable, to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school, they are offered a balanced presentation of opposing views (paragraph 5(d)(i)).

Ensure arrangements are made to safeguard and promote the welfare of pupils at the school and these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).

Ensure the written policy complies with relevant health and safety laws and is being implemented (paragraph 11).

Ensure that the Regulatory Reform (Fire Safety) Order 2005¹ is complied with (paragraph 13).

Ensure that an admission and an attendance register are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17).

Ensure there are suitable toilet and washing facilities provided (paragraph 23A(1)(a)).

Ensure that suitable accommodation is provided in order to cater for the medical examination and treatment of pupils (paragraph 23B(1)(a)).

Ensure that suitable accommodation is provided in order to cater for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility (paragraph 23B(1)(b)).

Ensure there is suitable provision for physical education to be provided to pupils in accordance with the school curriculum (paragraph 23G(1)(a)).

■ The school needs to meet the following statutory framework requirements for the Early Years Foundation Stage.

Ensure that all the seven areas of learning and development that shape educational programmes are covered in all three classes, in particular for communication and language, literacy and mathematics

¹ S.I. 2005/1541, to which there are amendments not relevant to these Regulations.

(1.3).

Ensure teachers consider the individual needs, interests and stage of development of each child in their care and use this information to plan challenging experiences for each child in all the areas of learning and development (1.6).

Ensure there is a suitably qualified workforce for every class (3.36).

Inspection judgements

The leadership and management are inadequate

- Leadership and management are inadequate because an inadequate curriculum in the Early Years Foundation Stage and Key Stages 1 and 2, together with inadequate teaching, results in inadequate achievement. There is too much reliance on the headteacher to lead and manage the school. There are failings in systems for safeguarding. There is insufficient capacity in the leadership team to ensure that pupils' welfare, health and safety are secure and to bring about rapid change in the quality of teaching.
- The school's recruitment procedures and checks on volunteers meet requirements. However, during the inspection, leaders had to make amendments to ensure these checks were fully recorded on the school's single central record. Systems to sign adults into the school and check who is on the school site are not always followed. This puts pupils at risk.
- The school has revised its child protection policy in line with the latest guidance from the Secretary of State, *Keeping children safe in education*. Staff have undertaken appropriate child protection training. However, the role of trustees in ensuring that safeguarding is compliant is not made clear in the policy. Trustees have not undertaken any formal review of safeguarding systems.
- The school's health and safety policy is adequate, but it is not implemented effectively. Risk assessments do not take sufficient account of the school's first floor location, day to day activities and the shared use of the school site. Consequently, leaders have not considered potential risks and put actions in place to mitigate them. Health and safety checks of the school premises are routinely undertaken by school staff. However, they are not rigorous enough. Leaders do not take swift action to make sure that any issues are addressed quickly so that pupils are not at risk. Risk assessments for educational visits are comprehensive. The required staff training in first aid is up to date and basic records are kept of any accidents.
- Fire drills and tests of equipment are routinely undertaken. However, the school could not provide its most recent externally commissioned fire risk assessment. No fire risk assessments for 2012 and 2013 were provided. The 2014 risk assessment is perfunctory and progress towards the completion of the associated action plan is not meticulously tracked. Consequently, the school is not compliant with the Regularity Reform (Fire Safety) Order 2005.
- There has been a significant decline in leaders' ability to monitor and improve teachers' performance. Leaders do not sufficiently examine the impact of teaching on pupils' progress. New staff are not supported well enough to improve their teaching and ensure that pupils make at least expected progress in all subjects.
- Pupils' attainment is tracked and recorded termly. However, this information is not used well enough to raise pupils' achievement. Pupils and teachers do not know what they are aiming for. Pupils who are new to the school are quickly assessed so that additional and effective support can be put in place.
- Teaching is based on the Shakhsiyah curriculum, which includes: the primary secular curriculum; the Halaqah curriculum, in which pupils learn about Islam and its heritage; personal, social, citizenship and health education; learning about Islam; and learning the Qur'an and Arabic. Pupils learn through planned themes such as China, or Light and Dark. These aim to support the development of pupils' literacy and numeracy skills as well as subjects such as science, art and geography. For each topic, there is a clear overview of what should be taught in each area of learning. However, the school has not set out the expectations for learning in each subject to support pupils' progress over time.
- The school is not providing a broad and balanced curriculum experience for pupils. There are omissions in the areas of physical, aesthetic and creative, and technological learning. Mathematics is too focused on developing numeracy rather than key mathematical concepts and problem solving. Pupils' classroom experiences are too heavily based around Islam and its heritage. There are too few opportunities for pupils to learn about the differences between other cultures, religions and communities, and their own. Leaders have not provided teachers, many of whom are inexperienced, with the necessary guidance on how to plan and deliver a balanced lesson which help pupils understand differing viewpoints.
- The classrooms provide adequate learning accommodation, but parts of the school were untidy when inspectors arrived. This was remedied during the inspection. In addition, upstairs windows were made secure. Hot water was supplied to the washbasins in the toilets. While there are a suitable number of toilets for boys and girls, the standard is not met because there are tiles missing in one cubicle. The boys' toilets were smelly, hand driers were not always working and a cracked toilet seat was found in another. The provision for pupils who need treatment or care because they are hurt or unwell does not meet requirements. The area set aside for this purpose is also used as a teaching room for special educational needs support sessions. There is no sink in the room and the toilets are too far away.

- The destinations of pupils leaving the school are not always recorded in the admissions register. Pupils' absence and the checks on pupils who have left are not rigorously followed up. The specific timescales for these checks are not made clear in the attendance policy.
- The use of the small, but suitably equipped, area for pupils to play at lunchtimes is managed well through staggered play times to avoid overcrowding. However, this area is not adequate for physical education (PE). There is insufficient space for pupils to participate in the full range of activities required of an appropriate PE curriculum.
- Parents and carers spoken to were very positive about the school and felt they were kept well informed of their child's progress. No concerns were raised about safety or behaviour, and pupils' progress was viewed as good; reading and Arabic were noted as particular strengths. The school website is currently being redeveloped, but all of the required information for parents and carers is published in a prospectus.
- The governance of the school:
 - There are not enough members of the board of trustees who are independent of the day-to-day running of the school. Trustees have not been rigorous in checking the school is meeting the independent school standards and the requirements of the Early Years Foundation Stage. They have not tackled the lack of capacity of the senior leadership team and have allowed the quality of the school to decline significantly.

The behaviour and safety of pupils

are inadequate

- The school's work to protect pupils' safety is inadequate. School leaders and trustees have not ensured that the independent school standards for safeguarding, welfare and spiritual, moral, social and cultural development are met. Nonetheless, teachers supervise and care for pupils appropriately throughout the school day.
- Pupils learn about life in Britain, what it means to be a British Muslim and a full member of the local and national communities. However, fundamental British values and citizenship are not sufficiently well promoted. Too much of the history and geography curriculum when translated by class teachers into their teaching is focused around Islam. Leaders have not ensured that balanced views are delivered in the classroom. For example, when pupils are taught about famous Muslim scientists or geographers, others who are not Muslim are not so well identified and included in the curriculum.
- Pupils' knowledge and understanding of other religions and cultures are inadequate because the curriculum is too narrow, and these aspects are not taught in sufficient depth. For example, during the inspection, pupils identified Christian symbols, such as a fish and a dove. However, there was no discussion about the importance or meanings of these to Christians or any comparisons made with their own or other faiths.
- Links with a local school, where pupils recently led an assembly, and the science inventions fair at the local library, provide pupils with some insight into life in modern Britain. Trips, such as to the Houses of Parliament and Legoland, and visiting speakers, such as the police, help foster pupils' personal, spiritual, moral, and social development and knowledge of public institutions and services in England. Pupils who met with inspectors talked confidently about voting and how laws are passed.
- Pupils' behaviour is good. Staff set high expectations of behaviour, politeness and courtesy; their pupils reflect this. Pupils were seen to behave well and show care and respect for each other at all times, both in and out of lessons. Pupils are eager to learn. When given the opportunity they willingly contribute to lessons and share their thoughts and ideas. This noticeably increases the rate of their progress.
- Pupils receive clear age-appropriate guidance on how to stay safe out of school. However, some health and social issues, such as understanding different types of bullying, are less well developed. Pupils say they get on well together and that bullying is rare.
- Pupils are punctual and attendance is just below average.

The quality of teaching

is inadequate

- The quality of teaching is inadequate. Not all the independent school standards are met. Teaching across the school is variable. The best teaching is in Arabic lessons with the more experienced teachers. In these lessons teachers pitch work well to suit the abilities of pupils, regardless of their age. This is not consistently the case in other subjects where teaching is mostly requiring improvement

or inadequate.

- Many teachers are new to the profession. They have adequate subject knowledge but have yet to develop the skills of effective lesson planning and use of questioning to check and extend pupils' learning. Teachers are not always clear what they want pupils to learn. Teaching focuses too much on the tasks rather than the learning. Consequently, pupils are not clear about what they should be learning and how this links to their targets. This slows the pace of their learning.
- Classrooms are generally tidy. Displays, both in classrooms and corridors, reflect the curriculum and include a range of pupils' work and evidence of their recent trips. Pupils were able to talk about their work and what they felt they had learnt. Teachers make some effective use of information and communication technology (ICT) to support pupils' learning. Regular opportunities for pupils to develop ICT skills for themselves are built into each topic.
- Leaders and teachers prioritise developing the literacy and numeracy skills of pupils of all ages. Reading in Key Stage 1 is developed particularly well. However, opportunities to develop pupils' writing skills do not always provide sufficient challenge. There is some good quality writing in pupils' learning journals, which are very well presented. Everyday books are less tidy.
- The school uses National Curriculum levels to assess pupils' progress, with assessments termly. Pupils receive learning targets, but these are often too broad to be effective in helping pupils to improve.
- Teachers mark books regularly. Scrutiny of books from the last two academic years showed that marking has provided pupils with some helpful guidance on the next steps of their learning. However, evidence from current books suggests this good practice is no longer consistently applied.

The achievement of pupils

is inadequate

- Achievement is inadequate across the school, including for children in the Early Years Foundation Stage. This is because the independent school curriculum and teaching regulations and requirements of the Early Years Foundation Stage are not met. Opportunities in some areas of mathematics, physical education, aesthetic and creative, and technological learning are too limited for pupils to achieve well in these required subjects.
- Not all pupils who join the Nursery classes stay in the school for the remainder of their primary education. Some pupils join at different points in Key Stages 1 and 2, some with very little English language development.
- By the end of Key Stage 2 in 2014, pupils' attainment in mathematics and English was variable. According to the school's records and evidence in their learning portfolios, a few pupils achieved the higher levels, including in reading and writing. However, these portfolios are pupils' best, and often teacher corrected, work and they do not provide a picture of pupils' learning over time.
- Progress rates across Key Stages 1 and 2 in reading, writing, mathematics and science are variable. School data and evidence from the sample of books seen by inspectors show that pupils make consistent progress in Year 6. In other year groups progress varies between adequate and inadequate in the different subjects. Pupils who join the school with very little or no spoken or written English often make good progress because of the effective additional help they receive.
- Attainment at Key Stage 1 in 2014, in all subjects, was broadly in line with the national average. However, progress from pupils' starting points was variable. By the end of Key Stage 1, all pupils made good progress in reading, but inadequate progress in writing and science.
- Across the school, work in mathematics focuses too heavily on numeracy. There are too few opportunities for pupils to develop problem solving, algebraic and investigative skills. Consequently, their overall progress in mathematics at Key Stage 2 is inadequate.
- Pupils of all ages make good progress and attain well in Arabic. In other subjects, pupils' learning varies across lessons. When teachers fully involve pupils, by asking well-pitched questions and providing opportunities for pupils to think, progress accelerates. Too often the pace of learning is slow because pupils are not clear what they are learning or aiming for. The worksheets pupils complete limit their progress because of the lack of challenge they contain. Evidence from pupils' current books shows the quality and quantity of work, including in English and mathematics, is poor.
- Discrimination is not tolerated and, regardless of age, ability and background, the same curriculum is offered equally to all pupils. The school is working to ensure that children in all classes receive high quality teaching, including in Tifly Day Care. Pupils are generally well prepared for the future and their move to a wide range of secondary schools.

The early years provision**is inadequate**

- Leadership of the Early Years Foundation Stage is inadequate. Leaders have not ensured that there are sufficient suitably qualified staff in post to meet requirements. Leaders have not deployed the qualified and experienced staff to ensure equality of provision across the three Early Years Foundation Stage classes. The quality of teaching ranges from good to inadequate. It is best in the Reception class. Leaders have sought advice from local authority advisers to help improve provision. They attend moderation meetings to support the accuracy of their assessments. However, while many of the weaknesses in the provision are recognised, leaders are not securing improvement rapidly enough.
- The achievement of the youngest children in the school is inadequate. Too many children in the two Nursery classes, which includes Tifly Day Care, make inadequate progress.
- The achievement of children in the Nursery is inadequate. Having entered school with skills and abilities typical for their age, they do not make sufficient progress during their first year in school. Around one third of children remain in the school to complete their time in the Early Years Foundation Stage. Children's rate of progress in the Reception class increases, leading to a higher proportion than nationally starting Year 1 with a good level of development.
- Teachers liaise effectively with parents and carers during the admissions process. This includes visiting families in their home. The parents and carers spoken to on the playground said how well the children had settled into school life. Parents and carers are given information and guidance about the teaching of reading. They say this is helpful. They are well informed about their children's progress. However, they do not make any contributions to children's learning journals.
- Children are well behaved, take turns and cooperate well with each other during activities. They enjoy school and relate well to their teachers.
- Teachers understand the needs of very young children, but do not use this to plan a wide range of opportunities for children to choose from. This is particularly the case in Tifly Day Care. Consequently, choice is, too often, limited which hampers children's spontaneous learning. Not all teachers are skilled enough to make the most of children's choices or of the planned activities to maximise their learning. Evidence from children's learning journals reflects this variation in the quality of provision.
- For children based in the main school, there is limited access to outdoor learning opportunities, although teachers build in some outdoor time each day. In Tifly Day Care, children have seamless access to the outdoor area. However, as with indoor learning, children revert to play because they are not attracted to sufficiently interesting and varied activities. This restricts their learning.
- Teaching in the Early Years Foundation Stage is inadequate. Teaching of Arabic is stronger, with good modelling of the Arabic letters enabling children to match them to corresponding pictures of objects. One Reception class parent commented on his child's rapid progress in learning Arabic. In the Reception class, development of literacy through the teaching of letters and sounds (phonics) is good. However, the teaching of other aspects of literacy, such as writing, and of aspects of mathematics, such as shape, space and measures, are less well developed. Teachers do not consistently pose 'how' and 'why' questions to enable children to explain their thinking or discuss their ideas. This limits communication and language development. Teachers do observe children. However, particularly for those in Tifly day care they lack the skills to thoroughly assess their progress and use the information to plan further activities to extend their learning.
- The seven areas of learning are not fully incorporated in the Early Years Foundation Stage curriculum. There are gaps in expressive arts and design, as well in as in mathematics and literacy. Resources for physical development are limited. Teaching is based on developing children's knowledge and understanding of Islam and their cultural heritage. There are too few opportunities for them learn about the differences between aspects of other cultures, religions and communities, and their own.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	134084
Inspection number	451141
DfE registration number	309/6087

This inspection was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Muslim Primary School
School status	Independent school
Age range of pupils	3–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	127
Number of part time pupils	26
Proprietor	Islamic Shakhsiyah Trust
Chair	Vacant
Headteacher	Mrs Foziya Reddy
Date of previous school inspection	20–21 October 2010
Annual fees (day pupils)	£3,240
Telephone number	020 8802 8651
Email address	mail@isfnet.org.uk

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