

Jamia Al-Hudaa Residential College

Forest House, Berkeley Avenue, Nottingham, NG3 5TT

Inspection dates	27–29 April 2015	
Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Inadequate	4
Sixth form provision	Inadequate	4
The overall experiences and progress of children and young people	Inadequate	4

Summary of key findings

This is an inadequate school

- The school's arrangements for safeguarding do not meet requirements. Leaders do not carry out all the necessary checks on staff, and referrals to the designated officer are not always recorded.
- Leaders are unclear of all their responsibilities and are reliant on the knowledge and skills of a few key staff. They do not have an accurate view of the school's strengths and weaknesses.
- Leaders have not ensured that all policies are applied in practice.
- Leaders do not always implement the behaviour policy effectively. Additional, disproportionate sanctions are employed by staff.
- Teachers do not use information about pupils' starting points to provide the most able with sufficiently challenging learning activities.
- Pupils do not have sufficient access to books and other resources in the library, to help inform their understanding of different faiths or British history.
- Members of the proprietorial body do not have sufficient knowledge about the independent school standards to effectively hold leaders to account.
- Pupils have insufficient access to impartial careers advice.
- Pupils' achievement varies over time. They achieve comparatively less well in GCSE mathematics.
- Arrangements for monitoring the health and welfare of boarders are insufficient. Ten minimum standards for boarding schools are not met.

The school has the following strengths

- Pupils' behaviour is good and their attitudes to learning are consistently positive.
- Pupils have a strong moral code and show respect for British values.
- The teaching of Islamic Studies is good and pupils achieve well in these subjects.
- Teachers have a good understanding of learning and development in the early years.

Compliance with regulatory requirements and national minimum standards for boarding schools

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

- The school does not meet the national minimum standards for boarding schools. The details are listed in the full report.

Information about this inspection

- This inspection was carried out at the request of the Department for Education as a result of concerns about the school. It was unannounced.
- The lead inspector and the lead social care inspector toured the school and the boarding accommodation.
- Inspectors visited 14 lessons; in five lessons a member of staff accompanied the two male inspectors.
- Inspectors scrutinised pupils' work in English, mathematics and science.
- Meetings were held with the deputy headteacher, the head of Islamic studies, the head of boarding, members of boarding staff, a group of teachers and three members of the proprietorial body.
- Inspectors spoke with three groups of pupils formally and informally, and with a number of pupils in lessons, in their boarding accommodation and around the school. An inspector interviewed seven members of staff.
- Inspectors took into account the 31 responses to the Ofsted online questionnaire, Parent View.
- Inspectors reviewed a variety of documents including policies, behaviour records and curriculum documents.
- Inspectors checked the school's website to confirm that the required policies and documents are available, including the school's safeguarding policy.

Inspection team

Julia Wright, Lead inspector	Her Majesty's Inspector
Phil Harrison	Associate Inspector
Joanne Vyas	Social Care Inspector
Catherine Honey	Social Care Inspector
Mark Mumby	Senior Her Majesty's Inspector

Full report

Information about this school

- Jamia Al-Hudaa is situated in Nottingham and is part of the Madni Trust, a registered charity.
- Jamia Al-Hudaa is an independent Muslim school, which is registered to provide day and residential education for girls aged 11 to 19 years. It also provides day education for pupils aged four to 10 years.
- The school was registered in 1996. It is registered to admit 205 pupils. It currently has 243 full-time pupils on roll; 171 of these are boarders.
- Leaders have not identified any pupils who are disabled or who have special educational needs.
- The school does not make use of any alternative provision.
- The curriculum incorporates Islamic Studies for approximately half of each school day, in addition to National Curriculum subjects.
- Parents pay contributions to the annual fees, according to their ability to pay.
- The early years provision for five pupils is full-time.
- There is a separate nursery on the school site, which was inspected on 7 January 2014 and found to be good.
- The last standard inspection took place in July 2010 where the school was judged 'good' overall. The last welfare inspection took place in December 2011 and was judged 'good' overall.

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - clarifying leaders' responsibilities to enable them to carry out their roles more effectively
 - implementing the behaviour policy effectively and ensuring that sanctions are proportionate
 - ensuring that all policies, including those relating to risk assessment, health and safety, behaviour and fire safety are applied in practice
 - ensuring that all secondary-aged pupils, have access to regular, impartial careers advice
 - ensuring that all members of the proprietorial body are knowledgeable about the independent school standards so that they can effectively hold leaders to account
 - producing a detailed school improvement plan which contains clear actions, timescales and measurable outcomes.
- Ensure that all statutory requirements for safeguarding pupils are met by:
 - completing and recording all necessary checks for staff
 - checking staff members' application forms for gaps in employment
 - ensuring that all referrals made to the designated officer are recorded.
- Improve the quality of teaching so that it is consistently good by:
 - ensuring that all teachers plan lessons to take account of pupils' prior achievements
 - devising appropriate learning activities to stretch the most able pupils
 - regularly checking the quality of teaching to determine what improvements need to be made
 - ensuring that library books are appropriate and reflect a range of religions and British history.
- Raise achievement by:
 - ensuring that early entry in GCSE mathematics does not restrict pupils' achievement
- Improve the quality of leadership and management in relation to boarding by:
 - ensuring that healthcare plans are carried out regularly and monitored.

The school must meet the following independent school standards.

- Ensure that pupils, receiving secondary education have access to accurate up-to-date careers education

and guidance which:

is presented in an impartial manner, and,
enables pupils to make informed choices, and
encourage pupils to fulfil their potential (paragraphs 2(1), 2(2), 2(2)(e) and 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)).

- The proprietor ensures that the teaching at the school:
 - 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, and,
 - utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3, and 3(d),3(f)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7 and 7(a), 7(b)).
- Ensure that the arrangements made to safeguard and promote the welfare of boarders are made and that such arrangements have regard to the National Minimum Standards for Boarding Schools (paragraph 8 and 8(a), 8(b)).
- The proprietor promotes good behaviour among pupils by ensuring that the written behaviour policy is implemented effectively (paragraph 9 and 9(b)).
- Ensure that the proprietor complies with relevant health and safety laws by implementing the health and safety policy effectively (paragraph 11).
- Ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- Ensure that first aid is delivered in a timely and competent manner by implementing the first aid policy effectively (paragraph 13).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by ensuring that risk assessments are implemented by staff (paragraph 16 and 16 (a)).
- The proprietor must carry out appropriate checks to confirm, in respect of all members of staff, including boarding staff:
 - no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, and
 - by reason of that person living or having lived outside the United Kingdom, additional checks are made to establish the person's suitability to work in a school, having regard to any guidance issued by the Secretary of State (paragraph 18(2) and 18(2)(b), 18(2)(e), 18(2)(f)).
- The proprietor must carry out appropriate checks to confirm, in respect of members of the proprietary body:
 - no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, and
 - by reason of that person living or having lived outside the United Kingdom, additional checks are made to establish the person's suitability to work in a school, having regard to any guidance issued by the Secretary of State (paragraph 20(6) and 20 (6)(a), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(iii)).
- The proprietor keeps a register that records:
 - whether or not each member of staff is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction, and,
 - whether additional checks were made pursuant to paragraph 18(2)(e) ((paragraph 21(1)). paragraph 21(3), 21(3)(a)(iii), 21(3)(a)(viii), 21(3)(b)).
- Ensure that toilets and washing facilities have an adequate supply of hot and cold water (paragraph

(paragraph 28(1) and 28(1)(b)).

- The proprietor ensures that a copy of the report is published and maintained on the school's internet website, and provided to the parents of each boarder following:
 - an inspection under 108 or 109 of the 2008 Act, and
 - an inspection under section 87(1) of the 1989 Act (paragraphs 32(1) and 32(1)(d), 32(1)(e)).
- The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, and fulfil their responsibilities effectively so that the independent school standards are met consistently; (paragraphs 34(1) and 34(1)(a), 34(1)(b)).

The school must meet the following national minimum standards for boarding schools.

Standard 3.1 The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

Standard 4.1 Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.

Standard 6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.

Standard 6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.

Standard 7.1 The school complies with the Regulatory Reform (Fire Safety) Order 2005.

Standard 11.1 The school ensures that:

- arrangements are made to safeguard and promote the welfare of pupils at the school; and
- such arrangements have regard to any guidance issued by the Secretary of State.

Standard 13.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.

Standard 13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.

Standard 14.1 Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.

Standard 15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.

Inspection judgements

The leadership and management are inadequate

- School leaders are unclear of all their responsibilities. Leaders are too reliant on the knowledge and skills of a few key staff. There are a significant number of unmet independent school standards and national boarding standards. Consequently, pupils are exposed to unnecessary risks in relation to welfare, health and safety.
- The single central register is disorganised and the school's checks on staff are incomplete. Prior to the inspection, school leaders had not completed all the necessary checks on every member of school and boarding staff. This includes checks on disqualification by association. Leaders remedied most of these by the end of the inspection. However, safe recruitment checks are missing for staff who have lived overseas and those that have gaps in their employment history.
- Leaders have insufficient oversight of safeguarding practice in the school and boarding provision. The designated officer has a good awareness of the safeguarding policy; however, the policy is not always implemented in practice. Leaders do not keep evidence of actions taken when referrals are made to the designated officer. They are unclear of the meaning of 'whistleblowing'.
- School leaders do not have a realistic view of the strengths and weaknesses of the school and the boarding provision. No separate improvement plan for the school was in place. School improvement planning is limited to the boarding provision.
- School policy documents are generic and are not always implemented in practice. In one policy, reference is made to the special education needs unit, which does not exist. The child protection policy refers to prohibition checks, but these are not carried out.
- The behaviour policy does not reflect the full range of sanctions used. Leaders employ additional sanctions that are disproportionate, sometimes resulting in pupils not being able to attend school. For example, pupils are fined £20 for having chewing gum. In addition, pupils are given fixed-term exclusions for possession of a mobile phone.
- Leaders carry out spasmodic checks of the quality of teaching. They are starting to use other information, for example pupils' questionnaires, to help support their judgements. Leaders do not have an accurate view about the quality of teaching and where improvements are needed.
- Careers education and guidance is weak; there is no impartial advice available. Pupils receive little or no information about careers other than those related to teaching Islamic Studies. Therefore, pupils are not always encouraged to fulfil their potential.
- The school's website does not include a copy of the most recent inspection reports for education and boarding.
- School leaders provide a good range of opportunities for pupils to learn about Islamic studies; half the curriculum is devoted to this. Pupils have sufficient opportunities to prepare for life in modern Britain, through appropriate topics taught within other subjects. Pupils also have opportunities to participate in a variety of activities after school and on a Saturday afternoon .
- The school offers a suitable range of subjects at Key Stage 4, with a strong emphasis on Islamic studies. Pupils also have an opportunity to study information technology and religious education. Leaders have recently introduced 'Bazam', a performing arts course, which provides pupils with sufficient opportunities to develop their creative and presentation skills.
- Pupils have sufficient opportunities to enhance their spiritual, moral, social and cultural development. There is a suitable programme of personal, social and health education delivered through other subjects.
- All staff who responded to the staff survey are highly supportive of the school and its leaders.
- All parents, who participated in the online survey, are strongly supportive of the school and its leaders.

■ The governance of the school:

Members of the proprietary body are unclear of all their responsibilities in relation to independent school standards and national minimum standards for boarding schools.

The proprietors do not hold leaders sufficiently to account for teaching and achievement.

The proprietorial body meets quarterly but does not keep records of its meetings on site.

The behaviour and safety of pupils are inadequate

- The school's work to keep pupils safe and secure is inadequate.
- The health and safety policy is not implemented effectively. Products containing bleach were found on a shelf in a corridor and also stored in an unlocked cupboard. The first aid policy does not provide sufficient guidance for staff about what to do in an emergency.
- Leaders do not implement the fire risk assessment effectively in both the main school and boarding accommodation. For example, in the boarding area, a fire door was found locked, a fire route was found blocked and internal fire doors were propped open. A fire door in the school stayed open due to an uneven floor. Boarding staff have not received sufficient training in fire safety. Pupils are at risk of harm in the event of a fire.
- The water temperature in sinks and showers is variable. Water for hand washing, in one of the primary school toilets is not hot enough. Boarding pupils reported that a shower is too hot. There was no evidence that regular temperature checks are carried out.
- School leaders have produced risk assessments, including a generic one for a visit to a local shop. However, staff leading this trip were not aware of these risk assessments. They did, however, have suitable procedures to ensure the safety of the girls on a recent visit that took place.
- Pupils say that they feel safe due to the CCTV cameras around the school site. Pupils are aware of the different types of bullying and recorded incidents are rare. Boarding pupils feel safe and understand how to make a complaint. Pupils say they have a trusted adult that they can talk to if they have concerns.
- Pupils' behaviour is good, both in the main school and in the boarding section. Pupils' attitudes to learning are consistently positive. They respond immediately to an adult's instructions. They are extremely polite and respectful to visitors, offering them chairs and opening doors. Their behaviour around school is equally impressive.
- Pupils have a strong moral code and show respect for British values. They are very clear that they will accept people who have different beliefs to their own. Pupils can differentiate effectively between the law of the land and religious law. Some pupils who are old enough intend to vote at the general election.

The quality of teaching requires improvement

- Teaching is not consistently good in English, science and mathematics. Very few teachers take account of pupils' individual learning needs when planning their learning. All pupils, regardless of their ability attempt the same task. This limits the progress of the most able, while others struggle to understand what they are learning.
- Teachers do not support the least able pupils well enough. In English, mathematics and science, teachers do not always take opportunities to clarify pupils' misunderstandings. Consequently, the least able do not make enough progress.
- Teachers' marking is variable. In the best examples, such as in Arabic, teachers provide pupils with detailed correction of their work. Where marking is less good, pupils' work is marked using ticks only. Few comments are provided to help pupils improve their work. On occasion the marking is inaccurate. This feedback does not help pupils to progress and the quality of their work deteriorates over time. Some

teachers also accept poorly drawn mathematical diagrams, thereby restricting pupils' numeracy development.

- The library has a limited range of books for pupils to use for personal reference and study. There are insufficient books about religions, other than Islam. History books are also limited to Islamic history. This limits students' understanding of different faiths and of British history and traditions.
- Pupils' literacy and numeracy skills are variable. Teachers emphasise pupils' speaking skills. Teachers make frequent reference to key words in their lessons and they encourage pupils to read out loud. However, pupils have too few opportunities to practise longer pieces of writing and apply their mathematical skills.
- Pupils work well in groups and with each other. Teachers take opportunities to reinforce pupils' social, moral, spiritual and cultural learning during all lessons. In one lesson, pupils discussed the work of a poet and were able to present balanced views about racism as a result. These pupils made good progress in their learning.

The achievement of pupils

requires improvement

- The achievement of pupils requires improvement because it is not consistently good and pupils do not make as much progress as they are capable of, given their starting points. Their attainment at the end of Key Stage 4 is too low for some pupils.
- In 2014, 47% of pupils achieved five grade A* to C GCSEs passes, including English and mathematics. This represents an improvement from 2013, but this figure has been below national averages for all schools, for the past three years. School leaders were unable to provide detailed information on the current achievement of Year 11 pupils.
- All pupils are entered early for GCSEs in mathematics and science. Pupils' results in mathematics are less good than in the other subjects. Their early entry in mathematics limits their progress. They achieve exceptionally well in GCSE Arabic.
- Pupils that entered the Year 6 tests in 2014, attained in line with national expectations. However, work in pupils' books shows that there are some gaps in their knowledge, skills and understanding in Year 6, in both English and science. In science, in Year 9, the most-able pupils are not challenged to achieve the progress that they are capable of. Not enough pupils make sufficient progress over time.
- Leaders have a simple framework for assessing pupils' performance against the school's own criteria. Pupils are assessed regularly using appropriate tests that are checked internally for the accuracy of the results. This information is used to report grades to parents and to identify if pupils need additional help after school hours.
- Pupils' achieve well in Islamic Studies. Teachers' subject knowledge is sound and pupils are eager to respond during lessons. As a result, they make good progress in this subject.
- There are too few of the most able pupils to comment on their achievement.

The early years provision

is inadequate

- The welfare health and safety of children in the early years is negatively affected because leaders have failed to meet independent school standards in this area.
- Children have restricted use of the outdoor area. This is largely a result of sharing a resource with the separate nursery. Teachers make the most of the limited opportunities for children to learn outside. However, children are not able to make choices about how, where and what they learn, often enough.
- Teachers' planning is detailed and based on children's needs. Teachers make effective use of assessment to monitor children's progress. Children have access to a range of learning opportunities, based on their starting points. As a consequence, they make enough progress to be suitably prepared for Year 1.

- Children learn well during activities which are directly supported by the teacher. However, there are too few opportunities for children to choose activities for themselves and organise their own learning. This limits their progress in being able to plan and problem solve.
- Children behave well; they are sociable and polite.
- The school has good links with parents and produces appropriate reports on their children’s progress.
- The Early Years Foundation Stage leader has a reasonable understanding of the early years learning and development requirements. These are fulfilled effectively. Teachers’ assessments are checked by the local authority and are accurate.

The sixth form provision is inadequate

- The welfare health and safety of sixth form students is negatively affected because leaders have failed to meet the independent school standards in this area.
- Leaders are unable to gauge how well students are achieving in the sixth form. This is because there are no formal systems to analyse students’ achievement.
- Students in the sixth form have the opportunity to study a three year ‘Aalima’ course. This course is specifically tailored to the needs and career aspirations of these young women. School leaders did not provide details of students’ achievement in the ‘Aalima’ course, which is publicised as a ‘degree’ qualification.
- Many pupils on the Aalima course go on to work successfully in schools or care homes. Some go on to study Islamic Studies at university. However, these pupils do not have access to impartial careers advice and so some are unaware of other opportunities that may be available to them.
- In 2014 eight students in the sixth form took one or two A-level qualifications, including in Arabic and religious education. They did not make as much progress as they should in these subjects.
- Sixth-form students have a number of other opportunities to develop their personal skills by undertaking additional qualifications, for example, in customer service and first aid.
- Teachers have excellent subject knowledge and the quality of sixth-form teaching in subjects other than those at A level is good.
- Sixth-form students’ behaviour is exceptionally good.

The quality of care and support require improvement

How well children and young people are protected is inadequate

The impact and effectiveness of leaders and managers are inadequate

- Arrangements for monitoring the health and welfare of boarders are insufficient. Not all boarders with an identified need have a welfare plan. Healthcare plans are not detailed, up to date, or monitored and reviewed. Staff do not have good information about the healthcare needs of the boarders and demonstrate a lack of understanding of mental health problems. Staff do not make sufficient use of other agencies to work together to support pupils’ health and welfare needs.
- Staff treat boarding pupils with dignity and respect. Boarders enjoy the boarding experience and have a good sense of their own identity.
- The arrangements for managing medication are safe. Boarding pupils are well looked after when they are ill. Boarding staff give appropriate first aid to ensure boarders receive the right attention if they have an

accident.

- The boarders' dining experience is sociable and relaxed. Staff cater for special diets and are aware of any pupils with allergies.
- The accommodation for boarders is clean and well maintained. Bedrooms are highly personalised and boarding pupils report they are comfortable.
- Boarding staff seek the views and feelings of boarding pupils informally and more formally through the school council. Boarding pupils' choices are evident, such as plans to put swings in the grounds of the school.
- Parents do not have any significant concerns about communication with the school. Boarders have access to a number of phones to call their families. However, these phones do not provide any privacy and are in a noisy corridor.
- Boarding staff have a good understanding of boarding life. They undertake basic mandatory training. Younger boarders complained that boarding staff spend a lot of time talking to senior boarders who have previously been their friends.
- Leadership roles within the school and boarding are unclear. The head of boarding is not sufficiently well-qualified to carry out her role effectively. This has had an impact on the quality of monitoring and oversight of boarders' health, safety and wellbeing.
- Leaders and managers do not have a good understanding of the strengths and weaknesses of the boarding provision. The school has an adequate improvement plan for boarding which links to the national minimum standards but priorities and timescales for improvement remain unclear.
- The recommendation regarding premises from the previous inspection has now been met. However, the recommendation regarding health and safety has not been met and has been repeated for this inspection.

What inspection judgements mean

School and boarding provision

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 GOV.UK website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

Grade characteristics for the judgements made on the school's boarding provision can be viewed in *Inspections of boarding and residential provision in schools, The inspection framework* which is also available on the GOV.UK website: www.gov.uk/government/publications/the-framework-for-inspecting-boarding-and-residential-provision-in-schools.

School details

Unique reference number	131119
Social care unique reference number	37793
Inspection number	463395
DfE registration number	892/6012

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Other independent school
School status	Independent
Age range of pupils	0–19
Gender of pupils	Girls 11–19, Mixed 4–10 (11 boys)
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	243
Of which, number on roll in sixth form	42
Number of part time pupils	Nil
Number of boarders on roll	171
Proprietor	Madni Trust
Chair	N/A
Headteacher	Maha Abu-Taha
Date of previous school inspection	1–2 July 2010
Annual fees (day pupils)	£0 - £2400
Annual fees (boarders)	£0 - £3500
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