

Bankwood Community Primary School

Bankwood Close, Sheffield, South Yorkshire S14 1LW

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| Inspection dates | 9–10 March 2016 |
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The headteacher's excellent leadership is an inspiration to the entire school community. School improvement has been rigorous and effective since the previous inspection. Teaching is good and improving strongly.
- Achievement is good. From their low starting points, pupils make good progress in reading, writing and mathematics and so all groups achieve well, including those who are disadvantaged.
- Teachers use assessment information effectively to plan work that accurately builds on pupils' prior knowledge and understanding.
- The school's provision for early years, which starts when children are aged two, is good. As a result, children make a good start to their learning.
- Pupils love school and are very proud to be there. They feel very safe and happy in the stability and support the school provides for them. They quickly develop into confident young people.
- Provision for sport and other activities is good and participation among pupils high.
- Pupils' behaviour is typically good and they work very hard. They are treated with kindness and respect and so are quick to respond likewise towards others. The school is a very harmonious community where all pupils relate well to others.
- Governors are very knowledgeable and skilled. While very supportive, they challenge leaders by holding them to account for the high expectations they have for pupils and the local community.
- The school's work to keep pupils safe is a strength. Pupils grow and flourish because teaching is good and engages their interest well. Pupils value learning and want to do well so that they can be successful in the future.
- Support to promote pupils' personal development and welfare is outstanding. School leaders work in close partnership with parents and other agencies to ensure that all pupils have the care and support they need to grow and flourish and achieve well.

It is not yet an outstanding school because

- Middle leaders have not all been in their roles long enough to improve teaching further so that pupils achieve more, particularly the most able.
- Pupils sometimes have insufficient time to talk about their learning to increase their confidence, or to write at length to extend their skills further.
- While some marking is good, practice is inconsistent in showing pupils how to improve their work and as a result the same errors persist.
- A few pupils miss school too frequently. This holds them back from achieving more.

Full report

What does the school need to do to improve further?

- Ensure that leaders, particularly middle leaders, do more to improve the quality of teaching and learning from good to outstanding by making sure that:
 - expectations of all pupils, particularly the most able, are higher
 - pupils have sufficient opportunities to talk about their learning and thus deepen their understanding
 - pupils write more in English and other subjects in order to practise and extend their skills
 - they check that teachers' marking is sufficiently detailed to show pupils how to improve their work
 - pupils respond to the feedback they receive through marking so that the same errors are not repeated subsequently.

- Do more to support all parents to send their children to school regularly so that pupils achieve more.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, staff and governors have established a calm, orderly and welcoming environment in the school. Parents and pupils value the stability the school offers and the care and respect they are shown. The headteacher's determination to provide the best education possible for all pupils is driving school improvement strongly. Her exceptional leadership skills have secured good improvement since the previous inspection. Parents know the school is serving their children well and talk extremely positively about how the school supports parents and pupils in times of need.
- The headteacher's expectations of parents, pupils and staff are high. Pupils know they must behave well and work hard. Staff are fully supportive of the headteacher's actions to improve teaching and raise standards. Weaknesses in teaching are addressed promptly through high-quality support and training. Where there are shortcomings, the headteacher and governors act swiftly to review teachers' performance, make appropriate decisions about pay increments and organise additional support for pupils so that they achieve the targets they should.
- Leaders know the strengths and weaknesses of the school and are clear about what needs to be done. They check that any actions taken to make improvements have the impact they should on raising achievement. The increased provision for children aged two is already having a significant impact on children's readiness for starting in Nursery and increasing parental engagement of some of the hard-to-reach families who benefit most from this provision. Leaders have worked hard to raise attendance from well below average to now almost in line with the national average. The monitoring of teaching and learning is rigorous, and pupils' outcomes are rising as a result.
- Those middle leaders who are relatively new to their roles have not had the time to make the impact they would wish to in their areas of responsibility. For example, further work is planned to improve the teaching of calculations and problem solving and more time is being devoted to ensure that boys achieve well in their writing. Pupils in Key Stage 2, who have had weak teaching in the past in this school or elsewhere, are making good progress but are still not quite at age-related expectations in all subjects.
- Leaders have implemented new assessment procedures to track the curriculum, check that pupils are working at least at age-related expectations and identify early any at risk of falling behind. Fluid arrangements for providing timely and appropriate support result in everyone making good progress over time.
- The curriculum is well planned to meet pupils' needs and interest and prepares pupils well for life in modern Britain and for the next stage of their education. Opportunities for pupils to talk about their learning and write more are not as effective as they might be. In the school's culturally diverse community, strong emphasis is placed on respect and tolerance and the need for pupils to understand what it is to be British. Pupils celebrate the richness represented in their school through work in religious education, geography and the arts and they appreciate that there are communities across the globe that face significant hardship in their lives. For example, pupils of Syrian descent speak compassionately about the families that remain there.
- The school develops pupils' spiritual, moral, social and cultural development very effectively. Pupils understand the democratic process, and fairness and equality are important. Pupils are encouraged to think about others. They have taken part in fund-raising events to build a school in Zambia, showing pupils are kind and considerate. Pupils are extremely proud of their school because it is helping them become good citizens.
- Governors and leaders have the highest expectations for disadvantaged pupils in the school as they form the majority. Funding is targeted effectively to ensure that these pupils benefit from all that the school has to offer, including trips and activities that broaden pupils' horizons beyond school. Support with homework and computer time for those without these facilities at home ensure that these pupils have an equal opportunity to achieve as well other pupils. Those who are in the school long enough often make more than expected progress.
- Leaders use the sports premium funding to secure specialist teachers and coaches to provide a wide range of sport in school and competitive events outside school. Participation levels are high because pupils enjoy sport and are keen to represent their school. Clubs for activities such as athletics, gymnastics, dance and cheerleading are open to all. A strong focus is placed on keeping fit and healthy; pupils know that eating sensibly is important. For example, they know that sugar is harmful to teeth and can lead to obesity and diabetes.

- The headteacher and governors are outward looking, and keen to share practice and learn from others. The headteacher has sought the support of external professionals, including local authority representatives, to provide training and review the school's performance and advise on further improvements. This has strengthened the school's ability to improve and to be well placed to improve further.
- **The governance of the school**
 - Governors add to the effectiveness of leadership and management by providing valuable experiences and expertise to support the headteacher and her staff. They rely on the headteacher's good sense and judgement to do right by the pupils and the community but also challenge her and other leaders about the quality of teaching and pupils' progress. They are funding the increased provision for two-year-olds and know the positive impact this is having on children's progress in the early years. They understand pupil progress data and question the impact of the actions leaders take to raise achievement. They know the school's strengths and current improvement priorities and that the school is not outstanding because attendance and achievement are not as high as they could be for all pupils.
 - The performance management of leaders is very thorough and robust. Well-considered staffing changes have resulted in more rapid improvement this year and pupils are well placed to achieve well at the end of both key stages in 2016.
 - Governors ensure that funding earmarked for disadvantaged pupils and sports is used to maximum effect, and they question the impact this spending has on outcomes for pupils.
- The arrangements for safeguarding are effective. The care and well-being of pupils are of high priority and the headteacher works closely with other agencies to ensure that all pupils are as safe as they can be at school and at home. Staff know the children and their families well; parents are kept fully informed if staff have any concerns about pupils' well-being. The handover of pupils between parents and the school at the breakfast bar is very secure. Parents of children in the early years provision and Key Stage 1 are expected to accompany them and safe practices feature strongly throughout the school. Governors ensure that all the current safeguarding requirements are met, including procedures linked to staff recruitment.

Quality of teaching, learning and assessment is good

- The focus on improving pupils' life chances through effective learning of skills, knowledge and understanding is a key priority throughout the school. The provision for children aged two, much valued by staff and parents, is already having a strong impact in giving children a very strong foundation for their learning in the early years. The thirst for learning is evident throughout the school.
- Teachers' subject knowledge is strong across the curriculum and in all year groups. This provides pupils with equality of opportunity as they progress through the school. Those that are at the school long enough achieve well. Everything is done to support those who join, for example, as late as Year 6, but these pupils sometimes do less well because they do not benefit from the good teaching over time.
- Staff plan work effectively using the assessment information about pupils' achievements to group them so that they are challenged appropriately. Intensive support is organised for those who fall behind or are less confident in their learning, and these pupils benefit from working closely in small groups so that they can contribute more effectively in whole-class sessions.
- Staff address misconceptions effectively as they present work to pupils. Pupils are keen to get it right and so are not reluctant to ask for help if they do not understand. Teachers ask probing questions and listen for accuracy in answers and so know when pupils need further explanation. Occasionally, pupils do not have enough time to talk about their learning to make certain they understand. For example, pupils in a mathematics lesson in a class for Years 3 and 4 understood how to add decimal numbers but were not quite as clear about what '0.5' represented as a proportion of a pound.
- Pupils enjoy reading, not least because they love books and learning new vocabulary. They talk enthusiastically about the books they have read, and because phonics (letters and the sounds they make) is taught well from the early years, most pupils become confident readers. They particularly enjoy the daily reading time where they talk about features of 'good' writing with staff. While subject-specific, technical vocabulary is introduced effectively, pupils sometimes struggle to retain this understanding. For example, a Year 4 pupil was unclear that 'barge' could be a verb or a noun depending on the context and so used it incorrectly, and another pupil was unable to work out what 'primordial' meant but was anxious to know, because, she said, 'that is such a great word'.

- Pupils' writing is developed effectively because pupils want to write about their learning. They are keen to emulate their favourite authors and use 'interesting' words. For example, children in a Reception class described their elephant as 'massive' and 'gigantic' because, they said, it was 'bigger than big'. Topics such as outer space, the Egyptians, and Antarctica all hold pupils' interest and imagination and even the more reluctant writers among the boys engage well because they want to describe Egyptian hieroglyphics as 'intricate' and Antarctica as the 'coldest place on the planet'. Sometimes, pupils do not have enough time to write as much as they could and so some of the knowledge they gain is not retained well for subsequent use.
- Pupils are quick to grasp new skills in mathematics and talk confidently about the different strategies they use to work out calculations and solve problems. Teachers take the time to develop skills step by step and encourage pupils to work systematically and set work out accurately. In their eagerness to achieve, some take short cuts that result in errors. The school's drive to improve mathematics is proving effective because most pupils are now working at age-related expectations and an increasing number of pupils are exceeding these.
- Pupils work well with others and organise themselves quickly so that no learning time is lost. They behave well and try their best. They want teachers to praise their efforts and so it is very rare for teachers to have to manage behaviour. Pupils are encouraged to 'have a go', and many ask for extra work if they finish quickly. Expectations of the most able are not always as high as they might be to achieve more. They sometimes repeat work they have already mastered reasonably confidently before they move on to more challenging tasks.
- Relationships between staff and pupils are very positive and productive. Teachers use teaching assistants very effectively to support small groups and individual pupils who need additional help. These pupils often make very good progress because the work is carefully tailored to their individual needs.
- The school environment is rich, with displays of pupils' current and previous work. Their efforts are valued and act as reminders of the good progress they have made and what they could do to achieve more. Because the whole school covers the same topic at any one time, younger pupils can see what they could aspire to and older pupils can take pride in their success.
- Teachers provide constructive feedback during lessons to help pupils in their learning, correcting recurring errors through further teaching and guidance. While feedback through marking is often good, it is variable. Where pupils are guided well as to how to improve, for example, their spelling and punctuation or the setting out of their calculations, their subsequent work improves. In less effective marking, where the school's guidelines are not implemented effectively and teachers do not check that pupils have responded to the guidance they receive, errors persist and pupils' subsequent work does not improve sufficiently.
- The school works hard to provide parents with information about their child's learning and achievements. Parents are welcome in school and many attend workshops that show them how to help their child's learning at home.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Parents, staff and pupils are very positive about how well the school cares for its pupils. Pupils' well-being is a high priority and leaders make sure that every member of staff is equipped to take these responsibilities seriously. One parent commented that the school cared really well for her child's emotional well-being, so much so that, 'My child is a different person now, full of joy. The school has worked wonders; I don't worry anymore'.
- The vast majority of pupils are highly motivated and engage positively in their learning. Pupils talk about lessons being 'exciting and fun' and 'interesting and amazing'. One pupil indicated that, 'I don't want to be away because I might miss something really fantastic'. This level of engagement is nurtured right from the age of two, and the security and stability the school provides help pupils grow and flourish. Year 6 pupils are really not looking forward to leaving 'because they really care about you here'.

- Pupils are proud to be elected as school councillors or sports' ministers because they enjoy responsibility. Older pupils, both boys and girls, don their tabards with pride at lunchtimes as they help younger ones chop food and clear plates. Pupils talk with compassion about the furniture and books they have sent to their link school in Africa: 'we could just send money but it's nice to see our tables and chairs there'.
- Pupils are keen to share their views on the school and enthusiastically express their aspirations to be, 'a mathematician because I love maths' or 'a sports personality like Jessica Ennis'. Pupils know their views on school are valued and that they have a say in the topics they want to study and places they want to visit. A trip to Antarctica may be out of the school's scope, but the children want to go there because they have loved learning about it. They believe anything is possible if they try hard enough.
- Pupils look after their belongings and their classrooms. They are kind to each other and they look out for each other when accidents occur or when someone is upset. Children as young as two wear their uniform with pride, saying, 'these are special clothes for school'.
- Pupils new to the school say that they really like being at the school because 'the teachers are kind and help you make friends'. For some, moving schools is a frequent event, but they indicate that this is 'the best school ever'.
- Pupils have a good understanding of how to keep themselves safe. They say, for example, that 'You should not run but roll on the grass if you catch fire!', and that you should not take drugs or go with strangers. They also know the dangers of cyber-bullying and to tell someone if it happens to them or someone else.

Behaviour

- The behaviour of pupils is good. Pupils are typically very well behaved in lessons and around school generally. Unprompted, they hold doors open for others and greet each other cheerily. Very little low-level disruption occurs because pupils want to be praised and want to learn. Occasional lapses do occur where pupils find it hard to manage their own behaviour; staff deal with these lapses very sensitively.
- Behaviour management processes are clear. All staff have high expectations of behaviour and pupils know that to 'get a red card' is serious. Pupils say that incidents of bullying and use of derogatory language are very rare and staff address any misdemeanours promptly. Pupils know right from wrong.
- Pupils are helped to think about current news items so that they understand why they should respect others and show tolerance. As one pupil said, 'God is important to different people in different ways. You don't have to believe in God to be good'. Pupils were particularly sad about the refugee crisis as they know people who have experienced war situations. 'I don't know why people have to drown, even children like us. You should be able to live anywhere in the world where you are safe'.
- Attendance has risen since the previous inspection and is now close to average. Most pupils attend regularly and arrive on time. The breakfast bar is a hub of activity where parents, pupils and staff socialise and exchange news as well as having breakfast. Older pupils also use this time to catch up with homework, read to staff or use computers to research their topics.
- Most parents send their children to school regularly because they want them to learn. A few are less supportive despite the school's efforts and so the low attendance of few holds back their progress.

Outcomes for pupils

are good

- Pupils of all ages and abilities are now making good progress because leaders have improved teaching. Procedures to check pupils' progress are more rigorous and reliable and teachers are making effective use of this assessment information to set more challenging targets that pupils are well capable of achieving. Information about how well pupils are doing is checked frequently to ensure that pupils at risk of falling behind are identified quickly and supported appropriately.
- From below typical starting points at the age of two, pupils, for the most part, in Years 2 and 6 are now working at age-related expectations in their reading, writing and mathematics. The school has grown rapidly in the past two years as the community has recognised the good improvements the headteacher has made. Parents are very positive about the school and the good progress their children make.
- Children progress through the early years provision well. Good teaching and an engaging curriculum ensure that children develop confidence and resilience and have a good grounding in their basic literacy and numeracy skills as well as all the other areas of learning. While not quite at the levels typical for children at the end of early years, an increasing number of children are reaching these levels comfortably. The early start for those aged two has increased the capacity for children to achieve even more in future years.

- Children learn phonics from the early years and their skills continue to be developed effectively throughout the school where pupils need further support. Results in the phonics screening test in Year 1 have improved significantly over the last two years. In 2015, results were just below the national average. Linking sounds to letters is modelled effectively by all staff and the love of reading is nurtured successfully through storytelling and exploring non-fiction texts on, for example, animals of Antarctica and life in Ancient Egypt. Pupils' phonics skills are extended effectively through writing, with spelling being a strong focus. Pupils' vocabulary is very narrow when they first start school, but teachers do not shy away from using technical language for the different subjects because pupils want to learn 'interesting words'.
- Progress in writing is good, and writing is developed through other subjects effectively. However, occasionally pupils do not write enough to help them practise and extend their skills and achieve more. While most are now working at the levels expected for their age, few exceed to the age-related expectations to achieve more because occasionally, expectations of all pupils are not high enough. This is particularly so for the most-able pupils, who could achieve more if challenged further.
- The strong focus on number and calculation and increasing pupils' mental strategies has had a marked impact on raising attainment in mathematics. There is a strong focus on practical activities and problem solving so that learning is more concrete for those who struggle with number and patterns. An increasing number of pupils are exceeding expectations as a result.
- In 2015, pupils at the end of Year 6 did not meet the government's floor standards, the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6. This is because nearly a quarter of the pupils joined the school in Key Stage 2, and a high number in Year 6 itself. This did not give the school sufficient time to help these pupils make up lost ground. Current support arrangements are very good and every effort is being made to help late arrivals, many of whom have had a number of changes of school, catch up as quickly as they can. Disadvantaged pupils achieve well and make good progress. Most achieve as well as their classmates. Those that join the school late in Key Stage 2 or have had frequent changes of school often have gaps in their learning and so struggle to catch up and achieve more. They receive intensive support and do make up some lost ground successfully but often do not achieve as well as their classmates.
- The progress made by disadvantaged pupils in the school compares favourably with that of pupils nationally, and gaps between the attainment of these pupils and that of pupils nationally are closing. At the end of Year 2, these pupils often achieve better than their classmates because their needs are identified early and the support they receive is very good.
- Support for pupils with special educational needs or disability has a significant impact on the progress these pupils make. They make good progress because activities are tailored to their needs accurately and while expectations are generally high, step-by-step development of knowledge and skills ensures that pupils achieve well from their often low starting points. Pupils respond particularly well when working one to one or in small groups where they receive more attention. The school is vigilant in identifying their needs and staff show parents how they can support their children's learning at home.
- Pupils who join the school with little or no English receive high-quality support, and this helps them gain the confidence they need to learn quickly and apply themselves successfully in their learning. They often make better progress and achieve more than their classmates because they are highly motivated and extremely well supported at home, where parents' expectations and aspirations are very high.

Early years provision

is good

- The early years leader is effective and has a clear focus on the developments needed as the school integrates more children from the age of two. Leaders have made this a priority because of the impact an early start is having on children's development and general well-being and their readiness for school later.
- Children are safe at school because safeguarding procedures are robust throughout the school. Children enjoy the space and freedom to learn and play with the adults who look after them. They are encouraged to take care of themselves, eat healthy food and develop independence by dressing themselves for outdoor play. The squeals of delight as children looked for worms and whisked eggs for buns show that children feel safe and settled. They enjoy the company of others.
- While many have very low skills when they start in the school, particularly in their communication skills, especially speech, staff provide experiences and activities that children build on in Nursery and Reception classes so that by the end of their Reception Year, an increasing number of children are at the good levels of development typical for their age. Children explore language with interest and curiosity, keen to retell stories about Goldilocks and other popular characters and to discover how plants grow.

- Transition arrangements from home to school and within early years are very effective. Parents stay to settle their children in the youngest classes and as children detach from their parents and carers, they move into new friendships with confidence. Home visits and regular contact with parents, through, for example, workshops on play, healthy eating and reading, provide parents with the skills they need to help their children learn at home. All-weather outdoor play and the Forest School introduce children to the world beyond the classroom and develop their confidence to go further afield.
- Teaching is strong because staff plan activities and experiences they know children need. The time devoted to talk is a high priority and identifies early children who might need specialist support from speech therapists or other agencies. Parents are really appreciative of the way the school organises this support.
- Children enjoy school events, such as World Book Day and science week, where they learn from older pupils. They know that there are hot places in the world and very cold places where, 'You even freeze and get so cold you die'. They know that caterpillars turn into butterflies and that caterpillars make holes in your food.
- All staff have high expectations of children's achievement, not allowing the low starting points to diminish the challenge of what children can achieve. Activities that some find difficult, such as reading, writing and number, are organised in small groups so that children develop these skills with confidence. Children in a Reception class were proud to show off their writing about jungle animals, sounding out words as accurately as they could and forming letters carefully to get them just right.
- Children work on their own when asked but achieve more when they work with adults who talk to them about their learning and who applaud their efforts. Children soak up new learning, open-mouthed when they realise how big some animals can be, for example. A sense of discovery underpins much of what they do and so their learning is secure. The most-able children are capable of achieving more but often start with the same level of work as other children before moving on to more challenging tasks.
- Routines are established well and children behave well at all times. They share toys and help to tidy away. They take turns when talking and listen attentively to staff and to each other. Children are content and parents are very positive about their children's experiences in the early years. The classrooms are happy, productive places where children thrive and flourish, well prepared for Year 1.

School details

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| Unique reference number | 107066 |
| Local authority | Sheffield |
| Inspection number | 10011997 |

This inspection was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 2–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 368 |
| Appropriate authority | The governing body |
| Chair | Peter Dickson |
| Headteacher | Wendy Edwards |
| Telephone number | 0114 2396711 |
| Website | www.bankwood.sheffield.sch.uk |
| Email address | enquiries@bankwood.sheffield.sch.uk |
| Date of previous inspection | 22–23 January 2014 |

Information about this school

- Bankwood is larger than the average- sized primary school.
- The school has provision for early years that starts when children are aged two. Children attend part time from after their second birthday.
- Children continue to attend part time in Nursery and are full time in Reception classes.
- The proportion of pupils from a minority ethnic background is well above the national average, as is the proportion learning English as an additional language.
- The proportion of pupils with special educational needs or disability is well above the national average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is well above average. (The pupil premium is additional government funding provided to support disadvantaged pupils, including those who are known to be eligible for free school meals and those who are looked after by the local authority).
- The proportion of pupils moving in and out of the school at times other than the start of early years is well above average.
- In 2015, the school did not meet the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast bar for pupils and parents that is managed by the governing body.

Information about this inspection

- The inspectors observed teaching and learning throughout the school; three observations were carried out jointly with the headteacher. In addition, the inspectors scrutinised pupils' work books and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and its vice-chair, the headteacher, senior and middle leaders, and subject leaders. The inspectors also had meetings with a representative from Learn Sheffield on behalf of the local authority and a local leader of education (the headteacher from Oughtibridge Primary School), who has supported the school since the previous inspection.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funding for disadvantaged pupils and the use of primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- Inspectors considered the four responses to the online questionnaire, Parent View, and the few parents who expressed their views via text messages to Ofsted. Inspectors also listened to the views of a significant number of parents who spoke to inspectors during the inspection. They also considered the findings of school's own survey of parents.
- The inspectors took account of the 31 responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.
- The school did not complete the online pupil survey. Inspectors held meetings with pupils to take into account their views of the school.

Inspection team

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| Rajinder Harrison, lead inspector | Ofsted Inspector |
| Beverley Riddle | Ofsted Inspector |
| Brian Stillings | Ofsted Inspector |

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