

Talmud Torah D'Chasidei Gur

17 Margaret Street, London N16 6UX

Inspection dates 1–3 December 2015

Overall effectiveness **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- The proprietor has not ensured that all of the independent school standards are met.
- Leaders have not established clear expectations for attainment in all areas of learning and do not use assessment information effectively to measure success.
- Teachers do not make effective use of assessments when planning lessons. They do not have sufficient books or equipment to teach effectively. As a result, outcomes for pupils are inadequate.
- Leaders do not make effective checks on the quality of teaching or manage the performance of teachers well enough.
- The curriculum does not provide pupils with a sufficient breadth or depth of learning.
- Pupils' spiritual, moral, social and cultural education is restricted by the narrow curriculum and limited learning experiences on offer.
- Leaders have not checked the premises now occupied by the school thoroughly enough to make sure it is safe. Some aspects of agreed policies related to safeguarding are not applied consistently. Therefore, the arrangements for safeguarding are ineffective.
- Some teachers do not respond quickly enough when pupils require prompt support to improve their behaviour.
- The supervision of pupils at some times in the school day is inadequate.
- The proprietor has not ensured that the admissions register includes all the necessary information.
- Children in the early years do not learn to read or write in English. The outdoor area does not contain opportunities for children to develop all of their skills.

The school has the following strengths

- Pupils discover their own religion and culture in great detail and are well supported to develop their thinking about this aspect of their learning.
- Pupils are taught to tolerate the beliefs of others and show respect for the rule of law.
- Disabled pupils and those with special educational needs are provided with prompt, effective support which is well evaluated by leaders.
- Most pupils behave well and demonstrate positive attitudes to learning.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Urgently tackle all potential risks posed by the premises, and implement regular, systematic checks on procedures and equipment so that they are safe for pupils, staff and visitors to use.
- Ensure that pupils receive adequate supervision at all times. Insist that all members of staff are vigilant in identifying any potentially dangerous pupil behaviour and managing this by applying the behaviour policy.
- Improve the effectiveness of the early years provision by:
 - providing lessons to teach children to read and write in English in every year group, including in the Nursery class
 - providing sufficient books and equipment in the indoor and outdoor areas of the early years, to support children’s development of skills in all subjects
 - ensuring that regular checks on progress of children are used to plan effective lessons and activities.
- Improve the effectiveness of school leadership and management by:
 - ensuring that the curriculum provides sufficient breadth and depth in all the required areas of learning to enable pupils to learn and make at least good progress
 - implementing schemes of work for all areas of learning which identify the expected outcomes for pupils at each stage of learning and set out a suitable progression of subject-specific skills
 - establishing the expectations for attainment in all areas of learning for each year group and ensuring that pupils’ achievement is assessed and checked frequently against these expectations
 - broadening the range of opportunities provided to enable pupils to learn about cultures and beliefs other than their own and to help them enjoy a wider range of cultural pursuits
 - checking on the quality of teaching frequently and evaluating it with reference to its impact on expected outcomes for pupils in all areas of learning
 - improving the frequency and quality of checks made by the proprietors to ensure that all of their statutory duties are being fulfilled
 - ensuring that the safeguarding policy identifies an appropriate means of referring a concern about a pupil to the appropriate agencies and that all members of staff follow this procedure
 - recording sufficient information about incidents to ensure that concerns can be followed up and that the independent school standards are met.
- Improve the quality of teaching, learning and assessment by:
 - providing teachers with clear, accurate information about pupils’ attainment in all areas of learning and insisting that they use this to plan lessons which will enable pupils of all abilities to make good or better progress
 - ensuring that all teachers possess the necessary skills to use assessment information to plan and teach effective lessons
 - expecting teachers to provide regular, helpful guidance to pupils so that they make at least good progress in all areas of learning
 - providing sufficient books and equipment to support pupils’ development of skills in all subjects
 - insisting that time, support staff and resources are used skilfully and effectively to support pupils’ learning.
- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) and Regulations 2014 (‘the independent school standards’) and associated requirements. The details are listed in the full report.
 - The proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively (paragraph 2(1)(a)).
 - The proprietor ensures that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan (paragraph 2(1)(b)(i)).
 - The proprietor ensures that the written policy, plans and schemes of work give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a)).
 - The proprietor ensures that the written policy, plans and schemes of work enable pupils to acquire

- speaking, listening, literacy and numeracy skills (paragraph 2(2)(b)).
- The proprietor ensures that the written policy, plans and schemes of work provide, where the principal language of instruction is a language other than English, lessons in written and spoken English (paragraph 2(2)(c)).
 - The proprietor ensures personal, social, health and economic education is provided which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(2)(d)(ii)).
 - The proprietor ensures that, where the school has 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 is provided (paragraph 2(2)(f)).
 - The proprietor ensures that the written curriculum policy, plans and schemes of work enable all pupils to have the opportunity to learn and make progress (paragraph 2(2)(h)).
 - The proprietor ensures that the written curriculum policy, plans and schemes of work ensure effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
 - The proprietor ensures that teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
 - The proprietor ensures that teaching at the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
 - The proprietor ensures that teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
 - The proprietor ensures that 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 (paragraph 3(d)).
 - The proprietor ensures that teaching at the school demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3(e)).
 - The proprietor ensures that teaching at the school utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f)).
 - The proprietor ensures that teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).
 - The proprietor ensures that teaching at the school utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h)).
 - The proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).
 - The proprietor ensures that the standard about the spiritual, moral, social and cultural development of pupils at the school is met (paragraph 5).
 - The proprietor actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5(a)).
 - The proprietor ensures that principles are actively promoted (paragraph 5(b)).
 - The proprietor enables pupils to develop their self-knowledge, self-esteem and self-confidence (paragraph 5(b)(i)).
 - The proprietor encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated (paragraph 5(b)(iii)).
 - The proprietor enables pupils to acquire a broad general knowledge of and respect for public institutions and services in England (paragraph 5(b)(iv)).
 - The proprietor furthers tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(v)).
 - The proprietor encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5(b)(vi)).

- The proprietor ensures arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7(a)).
- The proprietor ensures such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7(b)).
- The proprietor ensures that the behaviour policy is implemented effectively (paragraph 9(b)).
- The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- The proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff (paragraph 14).
- The proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor 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 (paragraph 16(a)).
- The proprietor ensures that appropriate action is taken to reduce risks that are identified (paragraph 16(b)).
- The proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils (paragraph 24).
- The proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- The proprietor ensures that external lighting is provided in order to ensure that people can safely enter and leave the school premises (paragraph 27(b)).
- The proprietor ensures that an annual written report of each registered pupil’s progress and attainment in the main subject areas taught is provided to the parents of that registered pupil (paragraph 32(1)(f)).
- 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 (paragraph 34(1)(a)).
- The proprietor ensures that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).
- The proprietor ensures that persons with leadership and management responsibilities at the school actively promote the well-being of pupils (paragraph 34(1)(c)).

Statutory requirements of the Early Years Foundation Stage

- The proprietor has failed to ensure that the school meets all of the learning and development requirements in Part 1, the assessment requirements in Part 2 and the safeguarding and welfare requirements in Part 3 of the Statutory Framework for the Early Years Foundation Stage.

Inspection judgements

Effectiveness of leadership and management is inadequate

- School leaders and governors have not taken effective action to make sure that the curriculum and the quality of teaching are good enough. They have decided to move into premises without ensuring that all of the potential risks have been properly assessed and minimised. Senior leaders do not make effective checks to ensure that all aspects of agreed policies are followed. As a result, a large number of the independent school standards are not met.
- The headteacher for the secular curriculum does not check on the quality of teaching or plan for its improvement effectively. He conducts regular observations of teaching but does not use these to provide sharp enough guidance to help teachers develop their skills further. Arrangements for managing their performance are not linked to outcomes for pupils with sufficient rigour. Plans for improvement are vague. They lack clear measures of success or well-defined timescales. They are not written down. As a result, teachers are not held sufficiently to account. They are not provided with the training they need to improve their skills and knowledge across those areas of learning that are required to be taught.
- Senior leaders do not use information about pupils' progress and attainment effectively. The measures they use to determine achievement do not make sufficient reference to either national norms or any clearly defined expectations which the school has decided on for itself. The accuracy of assessments is not rigorously checked. Parents receive regular reports and information but this does not cover all the areas of learning which the school is required to cover.
- The leader responsible for the provision for disabled pupils and those with special educational needs ensures that pupils who require additional support are identified promptly and accurately. He communicates well with external partners to secure specialist help when necessary. He also ensures that the impact of this support is kept under review.
- Senior leaders have ensured that policies related to safeguarding have been reviewed and reflect the most recent guidance issued by the Secretary of State. They make and record all the necessary checks on the suitability of staff. However, they have not used appropriate methods to refer concerns about the well-being of pupils to the appropriate authority, even though the process for this is clear in the policy. They record insufficient information about the destinations of pupils who leave the school in the admissions register and have lost some information about the prior education of some pupils.
- The proprietors made a decision to relocate the school and expand pupil numbers in September 2015. The current premises pose a number of risks which have not been identified or minimised. For example, pathways are uneven and very poorly lit. An accountancy company uses a room within the premises and its members use a staircase which is also used by pupils.
- The curriculum does not cover the required range of learning in sufficient depth or breadth. Schemes of work exist for some subjects but they do not set out a clear, wide or ambitious enough progression of skills and knowledge. Leaders do not ensure that all of the statutory requirements of the Early Years Foundation Stage are met. There are insufficient resources available to support the curriculum in all the required areas of learning. This means that opportunities for pupils to learn and make progress lack equality. Pupils study their own religion in great detail and cover a wide range of knowledge of its traditions and laws.
- Pupils' spiritual, moral, social and cultural education lacks the necessary scope to prepare them well for their future lives as British citizens. Leaders ensure that pupils learn and demonstrate respect for others and the rule of law. Pupils have a limited general knowledge of British institutions. They have plentiful opportunities to reflect on the traditions and beliefs of their own religion. However, pupils learn very little about other religions or cultures. Educational visits are occasionally arranged but they cover a very limited range of cultural experiences.
- The proprietor has requested a material change to the premises and the capacity for admissions to the school. The location of the school has changed before an outcome to this request was determined. This inspection has found that a large number of the independent school standards are not met in the new premises and for the increased pupil numbers on roll. Therefore, it is recommended that the school's request for a material change is not accepted.

■ The governance of the school

- Governors do not ask the necessary questions to hold school leaders to account. Their checks on safeguarding procedures have been ineffective in ensuring that arrangements are suitable. They have decided to relocate the school before ensuring it was safe for use.
- Governors meet with leaders regularly and enquire about the progress of pupils in both the religious and secular curriculum. However, they do not insist that the information about pupils' outcomes is sharp enough or checked for accuracy. Governors lack sufficient knowledge of how outcomes for pupils within the school compare with those of others beyond the school.
- Governors have decided not to introduce the teaching of English until pupils enter Year 2. They do not expect all of the required areas for learning to be taught in sufficient depth to meet the requirements of the independent school standards.
- The arrangements for safeguarding are not effective.

Quality of teaching, learning and assessment is inadequate

- Teachers have limited knowledge of pupils' starting points in most areas of learning. As a result, their planning of lessons is weak and leads to inadequate outcomes for pupils.
- The recorded or written work shows that pupils are set tasks which do not challenge or support them well enough. Teachers provide activities which reinforce a limited range of skills in reading, writing and mathematics. There are very few reading books available to pupils. As a result, pupils' progress is inadequate.
- Teachers do not use detailed, systematic records of pupils' progress to decide how to adapt or extend lessons and activities. They provide very limited guidance to help pupils improve their skills or broaden their knowledge. Teachers do not identify the most able pupils and plan challenging activities for them in an effective manner.
- Support staff provide some helpful additional guidance for disabled pupils or those with special educational needs. However, some do not make an effective enough contribution to lessons because their work and time is poorly managed.
- Some teachers fail to notice when pupils begin to behave in an unsafe or unsuitable manner.
- Teachers responsible for Jewish religious education expect pupils to work hard and study religious books in depth. They have high expectations of pupils' progress towards a deeper understanding of religious ideas during such instruction. Teachers ask probing questions of pupils to check their understanding and expect them to think of interesting questions of their own.

Personal development, behaviour and welfare are inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. The curriculum provides insufficient opportunity for pupils to learn how to develop healthy lifestyles or nurture their talents. Leaders do not set high enough expectations of pupils as they become capable of taking more responsibility. For example, they let pupils leave uneaten food and wrapping on tables at the end of the lunch break rather than insisting that they put it in a waste bin.
- Pupils are not taught how to stay safe if they use the internet. Leaders have not maintained the premises or managed risks well enough to ensure the welfare of pupils. They do not supervise pupils effectively enough to ensure their safety during some parts of the school day.
- Leaders do not have sufficient regard to the requirements of the independent school standards when considering the school's ethos and policy in relation to people with protected characteristics. For example, they make no provision for helping pupils learn about types of bullying or discrimination which may be associated with some of these characteristics, such as homophobic bullying.
- Despite moving to new and unfamiliar premises, leaders have not held a fire drill and have not checked to make sure the fire alarm is working properly. There is an adequate supply of first-aid equipment. Some members of staff have received thorough training in first aid. However, the medical room does not have a washing facility. Therefore, it does not meet the requirements of the relevant independent school standard.

- Pupils spoken to during inspection lack confidence in explaining how they are taught to stay safe, although they say they feel safe in school. Parents express confidence in leaders' work to ensure the safety and welfare of pupils.

Behaviour

- The behaviour of pupils requires improvement. Most pupils behave well during lessons and at play but some make unsafe choices which are not picked up promptly enough by some teachers.
- Pupils cooperate with one another well. They treat their teachers and visitors with respect. Pupils concentrate on their work during lessons with very little need for teachers to deal with any disruption.
- The school's own records show that instances of discriminatory behaviour are rare. Leaders have ensured that the anti-bullying strategy has led to a very low incidence of bullying. However, when such incidents do occur, leaders record insufficient information to enable them to monitor improvements. They do not always use the procedure for responding to such incidents outlined in the behaviour policy.
- Registers seen indicate that pupils generally attend well. These registers meet the requirements of the relevant independent school standard.

Outcomes for pupils

are inadequate

- The limited breadth of the curriculum and the inadequate use of assessment information to plan effective lessons limit the progress pupils make. This results in inadequate outcomes for pupils, all of whom speak English as an additional language. Leaders have no clear understanding of how well pupils are doing in the secular curriculum compared to either national norms or expectations agreed between the school and parents.
- Pupils' progress in Jewish religious education is recorded in Yiddish using a system set up by school leaders. This indicates that most pupils make progress in their religious studies at a rate which is acceptable to the proprietors. Parents spoken to during inspection are satisfied with the progress their children are making. However, the information collected does not enable rates of progress to be compared with any other benchmark.
- Pupils are not taught to read and write in English until they begin Year 2. They are taught a limited range of skills in older year groups with very few books or other resources to support their learning or broaden their interest in reading. As a result, their attainment is lower than expected.
- There was very little evidence available during inspection of pupils writing in English at length. Not all teachers insist that pupils write answers to reading comprehension questions in full sentences. Leaders check attainment in writing by deciding how well pupils complete activities from published work books. This information is too limited to evaluate the attainment of pupils in writing.
- Pupils' mathematics books show that the most able progress to become competent in some written calculation methods. However, they do not develop the skills necessary to use and apply their mathematical knowledge.
- Pupils make inadequate progress in developing skills in other areas of learning because of the limitations of the curriculum and teachers' limited subject knowledge. For example, pupils' physical education is limited to short lessons which focus on a narrow range of skills.
- Disabled pupils and those with special educational needs make suitable progress acquiring the skills they are taught during additional lessons. However, the further development of these skills is restricted by the ineffective use of support staff in main lessons.

Early years provision

is inadequate

- Children who have recently joined the Nursery class are able to cooperate well and communicate meaningfully with one another in their first language. Many can sustain concentration and enjoy practical tasks. However, the range of activities and experiences on offer in the setting is inadequate to help children build on these starting points. For example, leaders disposed of all reading books when the school relocated and have not yet replaced them.
- Children are provided with no planned lessons or activities to help them learn to read and write in English. Therefore, they are inadequately prepared for beginning Year 1.
- Some members of staff do not intervene promptly or effectively enough when children occasionally

behave in an unsafe manner. For example, on several occasions during the inspection, some staff did not take effective action when children began climbing on tables.

- The shortcomings in the assessment of risks posed by the premises also apply to the early years provision, which occupies the same building. Children are not supervised well enough at times, such as when they are expected to walk from the school gate to their classroom without an adult accompanying them.
- The outdoor area contains a limited range of resources to help children develop their physical skills but none to help them make progress in other areas of learning. The leader of the setting says he has no plans to change this.
- The early years leader has begun to develop the range of information used to check the progress of children. However, he does not ensure this information is transferred for all children when they move into Year 1. He ensures that the personal development of children is supported by positive interactions with adults. Parents say they are happy with the information they receive. However, the early years leader has not ensured that all of the statutory requirements of the Early Years Foundation Stage have been met.

School details

Unique reference number	138101
Inspection number	10007769
DfE registration number	204/6005

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.

Type of school	Orthodox Jewish Day School
School status	Independent school
Age range of pupils	3–10
Gender of pupils	Boys
Number of pupils on the school roll	128
Number of part-time pupils	0
Proprietor	Talmud Torah D'Chasidei Gur Ltd
Chair	Mr Y Traube
Headteacher	Rabbi Y Y Esterzohn
Annual fees (day pupils)	Variable depending on ability to pay
Telephone number	020 8800 9021
Website	No website
Email address	ttdgur@gmail.com
Date of previous inspection	5–7 March 2013

Information about this school

- Talmud Torah D'Chasidei Gur is an independent day school for boys between the ages of three and 10 years. All of the boys are part of an Orthodox Chassidic Jewish community in North London. The school was established in 2010.
- The aim of the school is to provide a solid grounding in Jewish studies, enabling pupils to grow into responsible members of the community, sufficiently equipped to maintain the tradition of their forefathers.
- The proprietor decided to relocate the school to its current premises in September 2015 due to growing numbers of pupils on roll. It now occupies part of a college premises in Stoke Newington.
- There are currently 128 pupils on roll, 40 of whom attend the Nursery class and receive government funding. All pupils attend full time. Three pupils have a statement of special educational needs.
- The school continues to be registered for 50 pupils. The registering authority asked Ofsted to consider the school's application for a material change in relation to the change of premises and the increase in pupil numbers as part of this inspection.

Information about this inspection

- Inspectors visited 11 lessons to observe learning and teaching. The lead inspector also conducted a tour of the school with the secular headteacher. A mathematics challenge activity was observed at the end of the first day of the inspection.
- Inspectors observed pupils at play and during the lunch break. They spoke to a group of pupils about their experiences at the school and heard them read.
- Inspectors spoke to a number of parents at the beginning of the second day of the inspection.
- Meetings were held with senior leaders, the leader responsible for pastoral care and the leader responsible for the disabled pupils and those with special educational needs.
- Inspectors also met with a member of the governing body.
- The inspection team reviewed a range of documents including the school improvement plan, documents related to safeguarding, records related to behaviour and safety and records of leaders' work to monitor the quality of teaching. A number of pupils' books were scrutinised. Schemes of work for areas of learning were also requested and scrutinised where available.
- There were no responses to the online parent questionnaire Parent View.
- The registering authority also asked inspectors to consider the school's application for a material change to its registration. This was due to the relocation of the premises to 17 Margaret Street and a request to increase the number of pupils and their age range.

Inspection team

Andrew Wright, lead inspector

Her Majesty's Inspector

Martin Roberts

Ofsted Inspector

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