

# Turves Green Primary School

Northfield, Birmingham, West Midlands B31 4BP

## Inspection dates

21–22 June 2016

## Overall effectiveness

**Inadequate**

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- The headteacher and other leaders have an unrealistic and over-optimistic view of the school's effectiveness. There is a lack of strong leadership and an absence of a clear vision of what needs to be improved in school.
- School leaders have not taken effective action to improve the low outcomes for pupils and, as a result, pupils do not make enough progress as they move through the school. Consequently, pupils do not reach expected levels of attainment in all subjects by the time they leave the school at the end of Year 6.
- The school's plans for improvement are not clearly focused on raising outcomes for pupils. A lack of challenging and precise targets means that leaders have not identified or taken appropriate action to address weaknesses.
- Teaching is inadequate. The checks that leaders make on the quality of teaching have not been systematic or thorough enough. As a result, teachers and other staff do not receive clear guidance on what they need to do to improve and are not held to account for pupils' achievement.
- Assessment systems within school are not effective in monitoring the progress of pupils. Teachers do not use assessment information effectively to set challenging learning activities for pupils.
- Teachers do not have high enough expectations of what pupils can achieve. As a result, the level of challenge for all pupils, especially the most able, is too low and they do not achieve as well as they could.
- The needs of disadvantaged pupils are not adequately identified or met and as a result they do not make sufficient progress. School leaders do not keep close checks on their progress.
- Pupils' progress in mathematics is hampered because they have far too few opportunities to use their mathematical knowledge to solve problems.
- Teachers and other staff do not accurately match reading books to the abilities of pupils, and as a result pupils often read books that are too easy for them.
- Some pupils do not attend regularly enough.

### The school has the following strengths

- The promotion of pupils' spiritual, moral, social and cultural education is effective in enabling them to have an understanding of wider society.
- Pupils feel safe and behave well in school, and show consideration and care for each other.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### What does the school need to do to improve further?

- Improve the quality of leadership and management within school by:
  - ensuring that there is strong and effective leadership at the highest levels that sets a clear and incisive direction and has an accurate and realistic view of the school's weaknesses and strengths
  - rapidly developing an effective plan for improvement that focuses on raising outcomes for all pupils and that has measureable and ambitious criteria for success
  - ensuring that there is a cohesive system in place for checking on the quality of teaching and its impact on pupils' learning that involves senior and middle leaders and external expertise
  - ensuring that the outcomes from checks on teachers' and leaders' performance are linked accurately and appropriately to recognising improvements in pupils' outcomes
  - establishing a robust system for identifying how the pupil premium funding is used appropriately, and measuring the impact that support for all disadvantaged pupils is having on their attainment and progress
  - embedding an effective assessment system within school that accurately tracks pupils' progress and that allows leaders and teachers to quickly identify where pupils are not making sufficient progress
  - developing the role of subject leaders through training, support and allocated leadership time so that they are able to monitor and evaluate teaching and learning within their areas of responsibility
  - working closely with the local authority's commissioned support, to use and learn from external expertise and advice, to improve the quality of teaching across the school
  - improving attendance for all pupils, by ensuring that all parents fully understand their responsibilities of making sure their children attend regularly and on time.
- Improve the quality of teaching so that all is at least good or better in order to improve outcomes for all pupils, including those in early years, by:
  - making sure that all teachers have sufficiently high expectations of all pupils, and plan and teach tasks that are well matched to the different abilities of pupils within each class
  - ensuring that teachers use assessment information effectively to measure pupils' progress and plan tasks that build on their prior knowledge and skills
  - providing regular opportunities for pupils to apply their mathematical knowledge to solve problems
  - accurately matching reading books to the abilities of different pupils so that they engage their interest and offer a suitable level of difficulty
  - providing the most able pupils with work that is sufficiently challenging in reading, writing and mathematics.

An external review of the school's use of the pupil premium should be undertaken to assess how this aspect of leadership and management can be improved.

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- The headteacher and other leaders do not have an accurate understanding of the school's effectiveness and this has meant that they have not addressed the overall decline in standards that has occurred since the last inspection. They have not recognised that raising outcomes for pupils needs to be the most pressing priority within school. The school improvement plan makes scant reference to the low outcomes of most pupils at key stage 2 in 2015 and consequently no robust strategy has been developed to rapidly improve teaching and learning.
- There is no cohesive approach to monitoring and evaluating the quality of teaching within school. Leaders know that there is some more effective teaching in school but they have not drawn together the results of the monitoring that does take place, such as observations of teachers and scrutiny of pupils' work. As a result, they have not accurately identified that too much teaching is inadequate and have not taken the strong action that is required to improve this core element of the school's work.
- Checks on the quality of teaching have been haphazard and links have not then been made to the impact that teaching is having on pupils' progress. Middle leaders with responsibilities for English and mathematics have not been trained, or had sufficient opportunities, to monitor the quality of teaching and learning within their areas of responsibility. This has meant that they have not been in a strong enough position to make accurate judgements about what needs to improve and what action then needs to be taken.
- The school improvement plan does not provide an incisive identification of what the core priorities are for the school. There is virtually no mention of the low outcomes of pupils in comparison with other pupils nationally. The under-achievement of disadvantaged pupils and of the most able, which are clearly apparent through the external data that is available to the school, are not seen as urgent priorities. Timescales for actions are not sharply defined and measures of success lack precision.
- The processes that school leaders have put in place for the performance management of teachers are not effective. The targets that are set for teachers are not specific to their individual needs and lack clear success criteria. As a result, there are no clear links between the impact of teachers' and leaders' actions and pay progression for staff. Consequently, under-performance has in some cases resulted in increases in salary.
- The school had in the past received support from a national leader of education and this appeared to have been having a positive impact on bringing about improvements in teaching and outcomes. However, school leaders took the decision in early 2015 to discontinue this support. The commissioned support that the local authority has put in place since September 2015 has recognised that outcomes for pupils were not good enough. Those supporting the school have urged the headteacher to participate in a whole-school review that would focus on the quality of teaching and pupils' outcomes but he has not, until very recently, chosen to take up this opportunity.
- School leaders introduced a new system of assessment this academic year. While both teacher assessment and a range of tests are used, the results are not drawn together cohesively. Teachers' judgements have not been sufficiently compared with those of staff in other schools to check their accuracy. The data that the school collects on pupils' progress and attainment is not used effectively by leaders to identify whether particular groups or individuals within the school are making sufficient progress or are in danger of falling further behind.
- The pupil premium funding that the school receives has been used to employ additional staff to provide support to pupils. However, the spending has not been effective, as it has not been closely linked to the specific needs of individual disadvantaged pupils. There is not an effective system in place for monitoring the impact of the spending on their attainment or comparing their progress with other pupils in school and nationally.
- Subject teaching in school is based on the requirements of the national curriculum and was revised to reflect the changes that took place in 2014. School leaders, including the assistant headteachers, have subsequently made further changes intended to allow pupils to apply key skills from mathematics and English across the curriculum. However, these links are not firmly embedded and as a result there are far too few opportunities in place for pupils to use reasoning and problem solving, both directly within mathematics lessons and in other subjects. The teaching of modern foreign languages is not yet firmly established and pupils, including some of the most able, commented that teaching in this subject is too infrequent and not interesting. Pupils appreciate and enjoy the extra-curricular activities that the school provides, including gardening, science and book clubs, and these make a useful contribution to their learning.

- School leaders have used the additional sports funding to some good effect to provide additional activities for the pupils, both at breaktime and lunchtime, and after school. These activities, which include football, cricket and gymnastics, are available to pupils across the school and are appreciated by them. While school leaders have also used some of the funding to employ external specialist coaches, such as in dance, this has been less successful. It has not improved teachers' confidence and competence in teaching these activities and has not had a long-term impact on opportunities for pupils.
- School leaders this year undertook an audit of how pupils' understanding of spiritual, moral, social and cultural education is promoted through the curriculum. Pupils and parents are now provided with interesting opportunities to develop a wider knowledge of and empathy with communities beyond their own. The diversity programme that is in place in school is firmly based on the concept of 'no outsider in school' and helps pupils learn about the differences and similarities between people both nationally and across the world. Pupils also learn about fundamental British values of respect, tolerance and the rule of law. They reflect these values well in their actions, including in their participation in the school council.
- The two deputy headteachers have responsibility for pupil welfare and safeguarding and for behaviour. They undertake these roles diligently, and as a result behaviour is good and pupils are safe and well cared for in school. They have worked closely with parents to promote good attendance, but despite this some parents still do not ensure that their children attend regularly enough.
- The majority of parents who either responded to Parent View or who spoke to inspectors said their children were happy in and enjoyed school. However, there were mixed views regarding the leadership of the school and some parents expressed concern over a lack of staffing stability.
- The school should not appoint newly qualified teachers.
- **The governance of the school**
  - Following the last inspection, governors commissioned an external review of governance. They have acted upon the recommendations and have changed the way they are organised. This has resulted in a small governing body formed of people who now have a far more accurate understanding of the strengths and weaknesses of the school. They bring with them a range of expertise that is now being used to provide challenge and support to school leaders.
  - Governors have a good understanding of the external data that is available to them and know that pupils in school are not attaining or progressing as well as they should. They recognise that gaps in the attainment of disadvantaged pupils compared with other pupils in school, and pupils nationally, are not closing. Governors also know where teaching in school is not effective and there is evidence of them challenging the headteacher and other leaders to take decisive action. Their evaluation of the school's effectiveness is more accurate than that of school leaders.
  - Governors are aware of and share the local authority's concerns over pupil outcomes and are working closely with the commissioned support to bring about improvements. However, this has not been in place long enough yet to see a significant impact.
  - Governors have a clear understanding of the links between teacher performance and pay progression. While they have concerns over the rigour of the systems that are currently in place they have not yet taken decisive action to bring about improvements.
- The arrangements for safeguarding are effective. This aspect of the school's work is well led and is robust in supporting vulnerable pupils. The deputy headteacher with responsibility for safeguarding has ensured that all staff are well trained to understand their responsibilities in keeping pupils safe and secure and to respond appropriately and quickly if they have any concerns. Staff have received training this academic year in how to combat extremism and the risk of radicalisation. Links with outside agencies are good and parents are appreciative of the support that they and their children receive.

## **Quality of teaching, learning and assessment is inadequate**

- The quality of teaching across the school is far too inconsistent, and as a result pupils in too many classes do not make enough progress. There has also been a lack of stability and continuity of teachers in some classes, with pupils taught by several teachers over the course of a year.
- Teachers do not have high enough expectations for pupils. They set the same work for all the pupils in the class and as a result too many pupils do not work at an appropriately challenging level. This was evident through the scrutiny of work in pupils' books and in lessons visited during the inspection. For example, in a Year 2 mathematics lesson, all the pupils were asked to identify the next number in a sequence that was decreasing by five. While the majority of pupils quickly identified the correct answers, the level of challenge was not increased in the next task and as a result a number of pupils lost interest.

- The most able pupils are not appropriately challenged. Pupils spoken to during the inspection, including a group of the most able pupils, commented that they frequently found work easy and became bored. They do not have enough opportunities to work in greater depth and to make decisions about how they should undertake a piece of work.
- Teachers do not adapt their questioning sufficiently to match the different abilities within the class. Too often the pupils who are chosen to answer questions are the ones who put their hands up and other pupils become less involved in their learning. While some questioning is used effectively to probe pupils' understanding and is directed at specific pupils, too often teachers do not require pupils to think deeply, and accept answers that show a superficial understanding.
- The teaching of mathematics is not effective. Teachers concentrate on developing pupils' understanding of basic skills and mathematical facts. However, they do not provide opportunities for pupils to apply this knowledge in solving problems by thinking for themselves. Nearly all the work that pupils undertake is based on sums and this severely limits pupils' understanding of both the purpose of the activity and the opportunity to apply their knowledge in a purposeful activity.
- Teachers have this year focused on developing pupils' knowledge of grammar, punctuation and spelling, and increasing the opportunities for pupils to write and at length. While this has had some success in developing pupils' written work, the impact has been limited as the tasks have not been matched accurately to the different abilities within classes.
- A whole-school approach to the teaching of phonics (the sounds that letters make in words) is in place and this is helping pupils develop key skills in identifying words. However, pupils' progress in reading is inhibited because the books that staff choose for pupils to read are not consistently matched accurately to the pupils' reading abilities and interest. This results in pupils sometimes reading books that are too easy and this slows their progress.
- Teachers' use of assessment is not yet effective. Some opportunities have been created to allow teachers to discuss their judgements about the levels that pupils are working at with colleagues in school. However, teachers have not had enough chances to regularly work with staff from other schools to determine the accuracy of their judgements. This means that some assessments appear over-optimistic. Teachers are also not held sufficiently to account for the progress of pupils at the meetings that are held with school leaders, and the progress of different groups within class are not given sufficient importance.
- Teachers' feedback to pupils through the marking of their work lacks consistency. In mathematics, very little indication is provided to pupils about how they can improve their work or what their next steps in learning should be. The marking of pupils' written work is better, with most teachers providing a clear indication of what pupils have achieved and what is less successful. However, basic errors in spelling are not always identified and this means that the mistakes are then repeated in subsequent pieces of work.
- There is some teaching within school that is more effective. For example, in a Year 6 English lesson on structuring a speech, the teacher encouraged the pupils to apply their previous learning to identify what elements would make a convincing and persuasive argument. The purpose of the activity was clear and relevant to the pupils and this helped them to engage fully in the activity. However, school leaders do not create enough opportunities for all teachers to observe and learn from the better teaching.
- Teaching assistants are generally used effectively to support pupils. They provide good, individual support to pupils, including for pupils who have special educational needs and/or disabilities, and use their skills to break down tasks into small steps. This enables these pupils to understand the activity clearly and to make progress.

## Personal development, behaviour and welfare

**requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The attendance of pupils is too low. It has fallen since the last inspection and is below the national average. The school has taken strong action to improve attendance and gives clear messages to parents about the need for their children to attend regularly and on time. The local authority's educational welfare officer is used to work with families where attendance is a concern. However, there are still too many pupils who are away from school too often.
- Teachers and staff provide pupils with advice about healthy eating and pupils are provided with healthy meals at lunchtime. However, school leaders have not set clear enough rules about what pupils can bring in to eat in school and, as a result, a minority of pupils have sweet, fizzy drinks and eat crisps at

breaktimes.

- Pupils feel safe in school. They are confident that adults will help to keep them safe and that there is someone that they can talk to if they have concerns. They understand how to keep themselves safe in a range of situations, including when using the internet, and are taught about fire and road safety.
- Pupils have a good understanding of different types of bullying and believe that bullying is dealt with effectively in school. While a small minority of parents expressed some concerns about how the school deals with bullying, the large majority felt that the school dealt with any occurrences effectively and swiftly.

## Behaviour

- The behaviour of pupils is good. Pupils generally show positive attitudes towards their learning, even when the teaching is less engaging. Incidents of inappropriate behaviour in class are rare.
- The school's management of behaviour is effective. Pupils understand the school's expectations on behaviour and the very large majority of pupils strive to ensure that they do not behave in a way that causes upset or disruption to others.
- The school has effective systems in place for monitoring and recording any inappropriate behaviour. The deputy headteacher with responsibility for this area of the school's work ensures that records are thorough, identifies what actions are taken and measures the impact of these actions. Where necessary, parents are informed and involved in actions to improve their child's behaviour.
- Pupils play together sensibly at breaktime and lunchtime. Older pupils from Year 6 take responsibility for helping the younger children from the Reception Year classes and take pride in their involvement in these activities. Playtimes are well supervised and pupils enjoy using the equipment that is available to them on the two well-resourced playgrounds.

## Outcomes for pupils

## are inadequate

- School records, including the school's own assessment information, indicate that the majority of pupils in all year groups are currently not attaining the levels that are expected for their ages. Attainment in the majority of year groups is lowest in writing, although in Years 3 and 6 attainment in mathematics is particularly low. Work seen in pupils' books and evidence gathered during the inspection confirmed that pupils are not reaching outcomes that are expected for their ages.
- In 2015, results of national assessments showed attainment at key stage 1 was broadly in line with the national average. This was an improvement from the previous two years when it had been well below. However, the proportion of pupils in Year 2 in 2015 who attained the higher levels of attainment was below the national average in both reading and mathematics.
- Standards of attainment at the end of key stage 2 rose slightly in 2014 but fell again in 2015. National assessment information from 2015 for pupils in Year 6 showed that pupils were below the expected standards in reading, writing and mathematics, and broadly in line in grammar, punctuation and spelling. The proportion of pupils making expected progress from key stage 1 was below the national average in reading, writing and mathematics and was below for those making better than average progress in all these subjects. As a result of this lack of progress and low attainment, the school did not meet the government's floor targets in 2015. Evidence gathered during the inspection, including the school's own assessment information, indicates that progress is inconsistent across the school, with too many pupils not making the progress that is expected of them.
- Higher-level attainment for pupils in Year 6 in 2015 was broadly in line with the national average. The proportion of the most able pupils who made expected or better than expected progress was below that of similar pupils nationally. Evidence gathered during the inspection indicates that the most able pupils are not making the progress or achieving the standards that they are capable of across the school. This was an area for improvement at the last inspection and the school has not taken effective action to improve outcomes for these pupils.
- The attainment of disadvantaged pupils at both key stage 1 and key stage 2 in 2015 was below that of other pupils in school and of other pupils nationally. For example, in 2015 Year 6 disadvantaged pupils were over a whole school year behind in both mathematics and reading and nearly a year behind in writing, compared with other pupils nationally. Pupils currently in school are behind other pupils in the majority of year groups in reading, writing and mathematics and are not making sufficient progress to narrow the gaps.
- Pupils who have special educational needs and/or disabilities are beginning to make better progress due



to well-planned additional support and activities that are carefully matched to their needs. Their outcomes are still well below those of other pupils within the school and the gap is not narrowing quickly enough. The very small number of pupils who attend the additional Fully Accessible Mainstream School provision for pupils with physical disabilities are able to participate in learning in classrooms alongside other pupils and receive high-quality one-to-one help. The school's leader for special educational needs and/or disabilities has a good awareness of their needs and monitors their progress closely.

- Lower-ability pupils are making slightly better progress than other pupils. This is because the work that is set for them is usually better matched to their abilities and they are effectively supported by the teaching assistants.

## Early years provision

## requires improvement

- When children start in the Reception classes, the majority have skills and knowledge that are below, and sometimes well below, those that are typical for their age. Their speaking and listening skills are often not well developed and as a result they often have difficulties with communication. In 2015, the progress that the children made in the Reception classes from their starting points was good. However, children currently in school have made less progress and the early years provision requires improvement.
- In 2015, the proportion of pupils in the Reception classes who achieved a good level of development was slightly below the national average. This year the school assessed the current children in Reception as having slightly higher skills and knowledge than when they started at school. However the proportion who are now assessed as having reaching a good level of development has fallen from last year and this indicates that they have not made good progress.
- Teachers and other staff do not make the most of creating opportunities for children to speak in extended sentences. While some adults encourage children to answer questions in full sentences and model good spoken language, this is not the case for all staff. As a result, children are not making the progress that they need to. While some teaching is good and promotes learning well, there is still some that is less effective and this slows the pace of learning for some children.
- Children's progress in the current year is stronger in reading and writing than it is in mathematical development. Children have a less secure understanding of shape, space and measures than other areas of learning. This is because this aspect of their learning has not been taught as effectively, with not enough well-planned activities to narrow their gaps in understanding.
- Both the indoor and outdoor classrooms are attractive spaces that offer some exciting learning activities for the children. However, the activities are not always sufficiently well planned to promote learning in the areas where the children need the most support, and teachers and other staff do not consistently direct and focus children towards specific activities that would be of the most benefit to them.
- Teachers and other adults are generally accurate in their assessments of children from when they start in school and as they progress through the year. However, staff have been slow to recognise and act upon the large gap in abilities between boys and girls in the current Reception classes and have not taken action quickly enough to allow the girls to rapidly catch up.
- The teaching of phonics in Reception is effective. Teachers and other staff ensure that children are provided with clear instructions on how to join sounds together to make words. As a result, children are able to spell these words accurately in their writing. An example of this was seen during the inspection, where children in one of the Reception classes listened intently to the teacher as she taught them how to write a letter to a zoo. The children identified where punctuation was needed and chose appropriate words, such as 'furry' to describe the different animals. Questions were matched closely to the different abilities of the children, including the most able children, and this helped all pupils to make good progress.
- Disadvantaged children are making better progress in the early years than in the rest of the school. School assessment information indicates that the gaps that were evident at the beginning of the year between their attainment and that of other pupils in the class have narrowed quite considerably. This is because the additional pupil premium funding has been used effectively to provide additional support as needed.
- The early years leader is relatively new in post. She has, in a short period of time, gained an accurate view of the strengths and weaknesses within the provision and has identified areas for development. She has taken external advice where appropriate and is showing that she has the capacity to improve the provision further.
- Children in the early years are well behaved. They have learned how to share and take turns and relate

well to the adults and to each other.

- The arrangements to ensure children's safeguarding and welfare needs are effective and meet statutory requirements. Staff are well trained. Children feel safe and are well cared for. Partnerships with parents are good and they are appreciative of the support that the school provides for them to be involved in their children's learning.



## School details

<b>Unique reference number</b>	103369
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10012384

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daman Singh
<b>Headteacher</b>	Matthew Clarke
<b>Telephone number</b>	0121 464 3686
<b>Website</b>	<a href="http://www.turvesgreen-pri.bham.sch.uk">www.turvesgreen-pri.bham.sch.uk</a>
<b>Email address</b>	<a href="mailto:enquiry@turvesgreen-pri.bham.sch.uk">enquiry@turvesgreen-pri.bham.sch.uk</a>
<b>Date of previous inspection</b>	21–22 May 2014

## Information about this school

- Turves Green Primary School is larger than the average-sized primary school.
- The proportion of disadvantaged pupils, those who are supported by the pupil premium funding, is above average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is below that in most schools.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics for pupils in Year 6.
- The school is designated as a Fully Accessible Mainstream School and receives funding for up to four pupils with physical disabilities who require additional physiotherapy support. Currently, two pupils benefit from this support.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspectors observed pupils' learning in 19 lessons or parts of lessons.
- The inspectors looked at work in pupils' books and listened to pupils read. They met with two groups of pupils, including members of the school council, to gain their views of the school. The inspectors observed pupils' behaviour at breaktime, lunchtime and at the end of the school day, as well as in lessons. They attended an assembly.
- The inspectors looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, records of how teaching is managed and the school improvement plans.
- Meetings were held with the headteacher, two deputy headteachers, two assistant headteachers and five middle leaders. The lead inspector met with a representative of the local authority's commissioned support, and the chair and vice-chair of the governing body.
- The inspectors took account of the 35 responses to the online questionnaire, Parent View, and considered free text responses from 18 parents. They also considered the responses to the school's recent parental survey and talked to parents at the start and end of the school day. No staff responses to the staff questionnaire were received.

## Inspection team

Adam Hewett, lead inspector

Gail Peyton

Melanie Callaghan-Lewis

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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