

Darul Uloom Leicester

10 November 2016

119 Loughborough Road, Leicester, Leicestershire LE4 5LN

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Boarding provision outcome

The school meets all of the national minimum standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2)(a), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)

- At the previous monitoring inspection, these standards were not met because inspectors found that, although there was a written curriculum plan, it was not implemented effectively. The curriculum provision for creative, aesthetic and physical education was inadequate. There were continued significant weaknesses in the provision for personal, social, health and economic education (PSHE); there was no scheme of work for this aspect of pupils' education. Pupils expressed stereotypical views of women and showed a limited understanding of current affairs and British values. Religious education was narrow and only covered Islamic beliefs. Careers education was not provided for pupils. Boarders were not permitted to go off site and pupils in general had very little contact with the outside world. Pupils were not prepared for life in modern Britain.
- Leaders have now implemented an effective curriculum policy. The schemes of work and associated plans are detailed and cover most of the national curriculum subjects, including art, music and physical education. PSHE is now taught regularly to all year groups. The curriculum is broad and balanced.
- Leaders have made a deliberate effort to expose pupils to a wide variety of physical, creative and aesthetic influences. Pupils attend art and singing classes weekly, taught by experienced professionals. The boys enjoy the opportunities available to them now to play cricket and football with professional coaches outside the school. They have participated in a football tournament with neighbouring schools, alongside girls. The intra-school football league set up by the physical education teacher is extremely popular.
- Pupils discuss personal, social and health issues during their tutorial sessions, PSHE lessons and during assemblies. Boys talk confidently about a range of issues including drug use, sexually transmitted diseases, current affairs, gay and transgender issues and gender inequalities in society. They are advocates of equality and equal rights. Many of these issues are discussed during their oracy skills sessions (*Anjuman*). The student council is organising a fundraising event to raise money for the homeless in Leicester and refugees from Syria.
- Religious education (RE) covers a range of religions, other than Islam. Pupils in Year 9 visited a synagogue and Year 8 pupils visited a church. Assemblies are used to celebrate other religious festivals, such as the recent Diwali celebrations. RE lessons

encourage pupils to seek similarities between faiths. More importantly, there is clear evidence of pupils being taught respect for the laws and institutions of British society, which are regarded as superseding religious laws.

- Careers information, advice and guidance are now well thought out and delivered. Boys in key stage 4 told inspectors that their eyes had been opened to the range of possible jobs and professions available to them. One-to-one careers guidance has been set up for all Year 11 pupils, led by professional careers advisers. Year 10 and 11 pupils are to visit the business and skills event at the NEC in Birmingham this month.
- These standards are now met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 4

- At the previous monitoring inspection, the school did not meet these standards because the quality of teaching was inadequate. Teachers did not understand and use information about pupils' prior attainment or skills to plan effective lessons. Pupils' progress was not tracked or monitored effectively. Pupils were not provided with work that challenged them. Teachers' feedback given to pupils was inconsistent and sparse. Opportunities for pupils to be creative and learn about cultures and beliefs other than their own were limited. Teachers received few opportunities to develop their practice. Boarders had no opportunities to leave the school.
- Since the previous inspection, leaders have undertaken a comprehensive overhaul of the curriculum and teaching and learning approaches. This has resulted in a transformation in the quality of teaching for many teachers. Teachers' planning now incorporates clear consideration of pupils' prior knowledge and skills, and where possible their starting points. Most teachers plan to stretch and challenge the most able, although their success in this respect is variable.
- Leaders have developed a coherent assessment model, which supports the new national curriculum and GCSE grading systems. Parents have been informed of the new approach. Pupils are issued with targets based on their known starting points.
- Teachers have weekly opportunities to develop their practice and training days have been used effectively to develop teaching practice. New recruits to the teaching staff this year have developed their practice well. Leaders check on the quality of teaching regularly and provide useful feedback to teachers. Leaders recognise that the quality of teaching, while improving, is still variable. They are committed to continuous professional development and learning from outstanding practice.
- There is a clear marking policy across the school. Most teachers implement the policy effectively. Pupils say they value the comments for improvement that they receive from staff. Teachers' subject knowledge is mostly secure.
- Teachers actively promote British values. Pupils have much more exposure to the locality and world affairs since the last inspection. The local police have visited the school to discuss issues such as drug misuse, crime, radicalisation and extremism. Pupils support local charities through fundraising events. Boarders are trusted to leave the school to visit the local shops. Pupils use the internet to read the news and current affairs. Through trips and RE lessons, the boys have a much broader understanding of faith and religions other than their own than at the previous inspection.
- These standards are now met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- At the time of the previous monitoring inspection, these standards were not met because pupils were provided with a very narrow view of the world and held stereotypical views of women. Boys were restricted from having contact with their peers in the locality, and they were not permitted to follow the news or use the internet. Boarders were not allowed out of the school. The school did not actively promote British values and did not develop boys' spiritual, moral, social and cultural (SMSC) understanding.
- As a result of new leaders' commitment to change the culture of the school, pupils are now provided with a range of opportunities to engage with the outside world. They have regular access to the internet, where they keep up with current affairs. They have visited other religious places of worship and learn about these religions in RE lessons. Boarders have the freedom to leave the school site.
- All lesson planning identifies opportunities for teachers to develop pupils' SMSC understanding. Pupils speak confidently about equality between men and women. Pupils are encouraged to respect the role of women. A new female school improvement adviser and female art teacher, and opportunities to play football alongside girls, are helping to counter any stereotypical views of women.
- The school's values, enshrined in the motto 'Learn, Practice, Serve', permeate the curriculum and school culture. Pupils' active engagement with charitable events, the work of the school council and pupils' good behaviour and attitudes towards each other and towards adults and visitors confirm the school's commitment to British values. No subject is taboo for discussion and the boys enjoy the freedoms and interests enjoyed by their peers elsewhere. They understand the role of their religion and its place in British society very well.
- These standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The previous inspection found these standards unmet because senior leaders were not following the school's safeguarding policy. Serious weaknesses in the school's safeguarding procedures remained, such as unsafe recruitment procedures, lack of vigilance and proper reporting in respect of children missing from education. Inspectors also found that the site perimeter was not secure, allowing external access to classrooms. Bullying incidents were not followed up appropriately and the behaviour of pupils was not monitored by leaders. The school's health and safety policy, including its risk assessment policy, were not implemented effectively.
- During this progress monitoring inspection, the school's updated and compliant safeguarding policy was implemented effectively. The roles and responsibilities of all members of the school community, including governors, were clear and well understood by staff.
- Safer recruitment checks are undertaken rigorously. References are meticulously checked. Leaders ensure that systems are followed correctly by monitoring the recording and reporting of incidents, and the information on the single central register, regularly.

- Referrals to the local authority are made in a timely manner for all child protection concerns. Admission and attendance registers comply with regulations and are monitored carefully. The destinations of all pupils leaving the school are followed up and referred to the local authority.
- There is now a written anti-bullying and behaviour policy which is implemented effectively. The school's approach to resolving behavioural issues, including any bullying incidents, through restorative justice and reconciliation is proving effective. Pupils receive regular lessons and assemblies about issues associated with bullying.
- Pupils feel safe in the school. They are confident that the adults in the school will help them if they have a problem or a worry. There are several channels to support pupils to keep safe and report their concerns, including an anonymous email facility and a concerns box. Each class has a designated 'bully buster', a pupil who acts as a port of call if any pupils feel worried or upset. The boys speak highly of these systems to help them.
- Inspectors confirmed that the site was safe and necessary checks were made regularly by leaders to maintain safety. Risk assessments are drawn up carefully by leaders. Any potential risks are addressed promptly.
- These standards are now met.

Part 5. Premises of and accommodation at schools

Paragraph 23, 23(1), 23(1)(a), 23(1)(c), 25, 28(1), 28(1)(a), 30

- At the previous progress monitoring inspection these standards were not met because there was evidence of unhygienic practices throughout the premises. Leaders did not monitor the cleanliness of the school, including the suitability of the boarding area. The provision of drinking water was unsuitable and susceptible to the transfer of germs from one pupil to another. Pupils' changing facilities were unsuitable.
- At this progress monitoring inspection, leaders had taken firm action to address all the problems identified at the previous inspection.
- The whole building, inside and out, has undergone a complete refurbishment. All rooms and boarding facilities are now safe and in good repair. Toilet and washing facilities are suitable.
- Leaders provide separate drinking bottles for all boys and cups are no longer shared.
- Pupils have private shower and changing areas for physical education.
- These standards are now met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a)

- At the time of the previous progress monitoring inspection, this standard was not met because the school's website did not contain essential contact information for school leaders.
- The website has been developed and now contains contact details for the principal, the vice principal and the chair of the governing body. The management structure is set out clearly for parents.
- The standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the time of the last progress monitoring inspection these standards were not met because leaders had not ensured that all of the independent school standards had been met; there were multiple failings. In addition, leaders were not ensuring that the well-being of pupils was supported.
- At this progress monitoring inspection, it was found that leaders have demonstrated a strong commitment to, and understanding of, the independent school standards. A new leadership structure, including a newly appointed principal, and chair of the governing body, have added greater impetus to the task of improving the school.
- Leaders have undertaken a root and branch review of the school. Since September, the plans for improvement have been implemented effectively. The school has been transformed from one which limited the boys' progress and their futures to one which offers unlimited opportunities for them to grow, progress and thrive. As the chair of the governing body said, 'We haven't only changed the curriculum, we've changed the culture of the school'.
- Leaders have shown their determination, commitment and hard work to ensure that the school now meets all the independent school standards. Pupils' well-being is rightly at the forefront of the school's priorities now.
- These standards are now met.

Boarding/residential provision

Compliance with the national minimum standards for boarding schools that were assessed during this inspection

Standard 3.4, 5.1, 5.3, 5.4, 5.7, 6.1, 6.3, 7.1, 8.3, 10.4, 11.1, 12.1, 13.1, 13.4, 13.5, 18.2

- At the last monitoring inspection these minimum standards for boarding schools were not met because leaders and managers did not actively promote the well-being of pupils. They did not ensure that their actions complied with relevant health, welfare and safety requirements. The provision for boarders' accommodation was in a poor state of repair and risk assessments were poorly carried out.
- As a result of a complete refurbishment of the boarding facility, inspectors found, at this progress monitoring inspection, the accommodation for boys is in a good state of repair; toilet and washing facilities are now in good order; drinking water is available which is clean and hygienic.
- Leaders have ensured that their safeguarding policies and procedures are robust. They follow up child protection concerns in a timely manner and report these to the local authority. Bullying logs are kept. Leaders have implemented an effective follow-up system to ensure the well-being of any victims of bullying.
- Boarders are now allowed appropriate freedoms. These have allowed them to have access to the outside world, which had previously been denied to them. Boarders talk confidently about current affairs, which at the time of the inspection included the previous day's presidential election in America. They can, with permission, leave the school and go to the local shops. The boys report that they feel happy and safe at the school.
- Appropriate fire checks have been made. Leaders have acted upon the report written by Leicestershire Fire and Rescue Service last year and have implemented

suitable daily checks to monitor the fire risks.

- Previous risk assessments which were found to be inadequate in identifying potential risks to pupils, such as food hygiene, have been improved considerably. All identified risks are checked and addressed promptly.
- Leaders keep records of pupils' medication and emotional needs. The policy for the application of medicines is implemented well. Leaders recognise that the current records of pupils' emotional needs could be more detailed in order to tell the story of the pupils' progress and the interventions they have received. Pupils are well cared for by the boarding staff.
- Leaders have clearly demonstrated a strong capacity to improve the school. Leaders of the boarding area have demonstrated a commitment to address all previously unmet standards. The physical environment is much more conducive to living, working and socialising. Leaders prioritise the health, safety and well-being of pupils and they are keen to improve further.
- The national minimum standards are now met.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- A written policy on the curriculum, supported by appropriate plans and schemes of work, is implemented effectively (paragraphs 2(1), 2(1)(a)).
- The written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care (EHC) plan (paragraphs 2(1), 2(1)(b)(i)).
- Pupils gain experience in technological, physical, aesthetic and creative education (paragraphs 2(2), 2(2)(a)).
- The curriculum provides for pupils' personal, social, health and economic education, reflecting the school's aims and encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
- Pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options, and helps to encourage them to fulfil their potential (paragraphs 2(2), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- The post-16 provision comprises a programme which is appropriate to their needs (paragraphs 2(2), 2(2)(g)).
- Ensure that all pupils have the opportunity to learn and make progress and receive effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(2), 2(2)(h), 2(2)(i)).
- Teaching enables all 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 (paragraphs 3, 3(a)).
- Teaching 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 (paragraphs 3, 3(b)).
- Teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraphs 3, 3(c)).
- Teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraphs 3, 3(d)).
- Teaching demonstrates good knowledge and understanding of the subject matter being taught and utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3, 3(e) and 3(f)).
- 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 (paragraphs 3, 3(g)).

- Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 3, 3(i)).
- The proprietor has 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 spiritual, moral, social and cultural development of pupils 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 (paragraphs 5, 5(a)).
- The spiritual, moral, social and cultural development of pupils enables them to acquire a broad general knowledge of and respect for public institutions and services in England, further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 5, 5(5)(b)(iv), 5(5)(b)(v) and 5(b)(vi)).
- Teaching precludes the promotion of partisan political views and provides pupils with a balanced presentation of opposing views (paragraphs 5, 5(5)(c), 5(5)(d), 5(5)(d)(i), 5(5)(d)(ii) and (5)(d)(iii)).
- Arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- Arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school and such arrangements have regard to the national minimum standards for boarding schools (paragraphs 8, 8(a) and 8(b)).
- The written behaviour policy is implemented effectively, and a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9, 9(b) and 9(c)).
- Bullying at the school is prevented in so far as reasonably practicable by the effective and consistent implementation of the anti-bullying policy (paragraph 10).
- The 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 premises are fully compliant with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- The building is properly controlled and supervised in order to assure the safety of pupils on the school site (paragraph 14).
- An admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a) and 16(b)).
- Suitable toilet and washing facilities are provided for the sole use of pupils (paragraphs 23, 23(1), 23(1)(a)).
- Suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraphs 23, 23(1)(c)).

- 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).
- Suitable drinking water facilities are provided (paragraphs 28(1), 28(1)(a)).
- The boarding accommodation complies with standard 5 of the national minimum standards for boarding schools (paragraph 30).
- The name of the headteacher, contact details of the proprietor during school holidays, and the name, address and contact details of the chair of the governing body are made available to parents of pupils and parents of prospective pupils (paragraphs 32(1), 32(1)(a)).
- Details of the school’s policy on and arrangements for admissions are made available to parents of pupils and parents of prospective pupils (paragraphs 32(1)(b) and 32(2)(b)).
- The school’s safeguarding policy and inspection reports are available to parents on the school’s website (paragraphs 32(1)(c), 32(1)(d) and 32(1)(e)).
- Where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school (paragraph 33, 33(g)).
- The proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a)).
- The proprietor must ensure that leaders and managers fulfil their responsibilities effectively, so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(b)).
- The proprietor must ensure that leaders and managers actively promote the well-being of pupils (paragraphs 34(1), 34(1)(c)).

The school now meets the following national minimum standards for boarding schools

- All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so (NMS 3.4).
- Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders (NMS 5.1).
- Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation (NMS 5.3).
- Boarding houses and other accommodation provided for boarders are appropriately lit, heated and ventilated, cleaned and maintained (NMS 5.4).
- The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy (NMS 6.1).
- The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (NMS 6.3).
- The school complies with the Regulatory Reform (Fire Safety) Order 2005 (NMS 7.1).
- In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times (NMS 8.3).

- Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age (NMS 10.4).
- The school ensures that arrangements are made to safeguard and protect the welfare of pupils at the school (NMS 11.1).
- The school has, and consistently implements, a written policy to promote good behaviour among pupils, including measures to combat bullying (NMS 12.1).
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary (NMS 13.1).
- The school's leadership and management consistently fulfil their responsibilities effectively so that standards are met (NMS 13.4).
- The school's leadership, management and governance actively promote the well-being of the pupils (NMS 13.5).
- The school keeps a written record of complaints relating to boarding provision and action taken by the school as a result of those complaints (regardless of whether they are upheld) (NMS 18.2).

School details

Unique reference number	120345
Social care unique reference number	SC006329
DfE registration number	SC006329
Inspection number	10025791

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

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

Type of school	Independent
School status	Muslim independent boarding school
Age range of pupils	11–23
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	132
Of which, number on roll in sixth form	42
Number of part-time pupils	0
Number of boarders on roll	65
Proprietor	Darul Uloom Trust
Chair	Yunus Fazlanie
Principal	Ishaq Boodi
Annual fees (day pupils)	£2,000
Annual fees (boarders)	£3,000
Telephone number	0116 2668922
Website	www.darululoomleicester.org
Email address	info@darululoomleicester.org
Date of previous standard inspection	1–3 December 2015

Information about this school

- Darul Uloom Leicester is an independent Islamic school for male pupils aged 11 to 18 years.
- It is located in the Belgrave area of Leicester, and offers secondary education. It offers further and advanced Islamic education (not inspected as part of this inspection) for those up to 23 years. This part of the school's provision prepares students to become imams and Islamic theologians.
- The school does not use any alternative providers of education.
- There are 132 pupils on roll, 42 of whom are in the sixth form. Sixty-five pupils are boarders.
- There are no pupils who have special educational needs and/or disabilities or are in receipt of an education, health and care plan.
- The school aims 'to nurture self-respect and confidence and to raise the self-esteem of its pupils as Muslims, enabling them to integrate successfully in the multicultural society without compromising their Islamic beliefs and values'. The school's motto is: 'Practice, Learn, Serve'.
- The school offers a complete course of Islamic theology and secular education at key stages 3 and 4. There is a limited but growing range of A-Level courses on offer in the sixth-form provision, which is chiefly focused on completing Islamic studies.
- A new principal took up his post in September 2016. Since the previous monitoring inspection, three new governors have joined the governing body. A new chair of the governing body has been appointed from August 2016.
- The trust has purchased land adjacent to the school for the purpose of increasing the capacity of the school in the near future.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was an unannounced progress monitoring inspection.
- At the time of the previous progress monitoring inspection in May 2016, the school failed a significant number of independent school standards and national minimum standards for boarding schools.
- Inspectors observed learning in lessons across the curriculum, including English, mathematics, science, history and religious education. They also evaluated pupils' workbooks across all curriculum areas, including art, PSHE and citizenship.
- Discussions took place with senior leaders, governors and teachers. Both boarders and day pupils were interviewed across all key stages.
- There were insufficient responses to Ofsted's online questionnaire, Parent View, to be taken into account.
- Inspectors scrutinised and evaluated a range of school documents, including the school's information on the achievement of pupils, safeguarding and child protection documents, a range of policy documents, the school's admissions and attendance registers, the single central record and checks made on staff prior to recruitment and an external report from the school improvement adviser.

Inspection team

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Social Care Regulatory Inspector

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