

Heath Farm School

Heath Farm, Charing Heath, Ashford, Kent TN27 0AX

Inspection dates

21–23 February 2017

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

Summary of key findings for parents and pupils

This is a good school

- Leaders are aspirational for pupils to flourish academically and personally, and have brought about significant improvement since the last inspection. They have galvanised staff, parents and other professionals in united determination to provide the best possible care for pupils.
- Pupils' academic outcomes are good. From their different starting points, pupils make effective progress in reading, writing and mathematics and, consequently, they achieve accreditation in a range of subjects.
- The school's holistic approach is integral to pupils' education and makes an outstanding contribution to their excellent behaviour and personal development.
- Arrangements to help keep pupils safe and secure are superb. This is because all staff prioritise pupils' welfare. Leaders are diligent in securing every avenue of support to help pupils.
- The curriculum is broad and enriched. Sometimes teachers' expectations of pupils' academic achievement is not consistently high across subjects.
- Equality of opportunity pervades the ethos and essence of the school. The staff uphold British values, and, consequently, pupils are well prepared to be responsible citizens in modern Britain.
- Students aged 16 and over benefit from learning pathways that are highly personalised to meet their needs. As a result, students achieve a range of accreditation, which provides them with a firm foundation on which to build their dreams.
- Most teachers plan lessons that engage and motivate pupils while using every opportunity to deepen pupils' understanding and knowledge and make up for lost learning in the past. Some staff lack the subject knowledge and expertise to challenge pupils effectively enough.
- Occasionally, teachers do not analyse or use information about what pupils can already do and understand to ensure that their needs are met precisely in a wide range of subjects.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Educational (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve teaching and pupils' outcomes, by:
 - further investigating opportunities to work collaboratively with other schools in order to share good practice and enhance the training and development of staff
 - providing additional support and training for less experienced staff so that their teaching is as strong as the very best examples in the school
 - making certain that pupils' work in a wide range of subjects is consistently strong and reflects teachers' high expectations of them
 - enabling teachers to participate in the analysis of pupils' performance information so that they gain a greater understanding of how this can be used to improve their teaching
 - ensuring that information about what pupils can already do and understand is used equally well in all subjects to plan learning that challenges the needs of pupils, particularly the most able.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- School leaders have a profound and true understanding of the school's effectiveness. They are relentless in their pursuit of excellence. The systems they have implemented to monitor and evaluate all aspects of the school's work are highly detailed, coherent and interwoven seamlessly with one another to ensure that they afford significant improvement. These systems are entrenched and consistently applied by all staff. A member of staff reflected that 'everyone puts the needs of the pupils as their priority and everyone supports each other to promote the best outcomes for the pupils.'
- Outstanding leadership has significantly hastened the pace of improvement since the previous inspection, especially in relation to the quality of teaching and the subsequent positive effect this has on raising pupils' academic outcomes. Pupils undergo an exceptional transformation in their personal development, behaviour and welfare following their arrival at the school. This aspect of the school's work is outstanding.
- School leaders have cultivated strong principles of high expectations across all aspects of the school's work. As a result, staff, parents and other professionals share aspirations for pupils' well-being and for enabling academic performance. Consequently, the school is one that empowers equality of opportunity from the moment that pupils enter the school.
- Senior leaders are supported well by the therapy coordinator, family liaison officer and alternative education leader to ensure that the pupils' individual personal needs are met. This team works exceptionally well with parents and carers to improve their skills in behaviour management, for example, when their children are at home. Programmes in place to support pupils' emotional and social development are implemented and monitored very effectively to make certain that they are making a difference. They underpin the school's work to protect pupils from harm and promote a culture of no tolerance and prevention of bullying.
- Staff are supported to develop professionally, including to gain qualified teacher status and to improve their knowledge and understanding of specific special educational needs. Staff disseminate what they have learned from attending courses and share good practice at weekly meetings. This has improved their practice and contributes significantly to their ability to meet the needs of the pupils in their care. One member of staff summed up the views of many by saying, 'It is a privilege to be part of this school and to be valued as a team member.'
- Leaders have changed the way they monitor and evaluate the quality of teaching and its effect on learning within the school. The feedback they give to staff about their performance is precise and focused on pertinent ways to improve. Staff are appreciative of the feedback given to them. This, alongside highly effective performance management practice that is linked to school improvement, has secured more effective teaching across the school.
- Leaders are committed to raising the academic achievement of pupils so that pupils' outcomes are as strong as their emotional growth. Leaders effectively track the progress that pupils make in a wide range of subjects and use this information to identify pupils at risk from falling behind. Strategies and interventions support this group of pupils well to

catch up with their classmates.

- Excellent leadership of the provision for pupils who are looked after ensures that they make at least the same good progress as their peers and sometimes achieve exceptionally well, having made extraordinary progress from their different starting points.
- Teachers assess what pupils know and can do. However, teachers do not interpret pupils' performance information for themselves. This prevents them fully from using this information to make certain that expectations are sufficiently high across a range of subjects. This means that pupils' progress is occasionally less strong than might be expected, particularly for the most able pupils. Leaders are acutely aware of this and have identified ways to address this aspect of the school's work, and to have the needs of the most able pupils firmly in their sights.
- The curriculum is broad, balanced and enriched by a range of wider curriculum opportunities, such as horse riding and residential experiences. Leaders have enabled pupils to participate in clubs on Friday afternoons, so that they are not disadvantaged by the restrictions that transport arrangements have on pupils' ability to attend clubs before and after school. Pupils' spiritual, moral, social and cultural understanding is enhanced because it is interwoven throughout the school's curriculum and ethos. Pupils' moral and social development is irrefutably strong.
- Staff are outstanding role models to pupils. They, and pupils, exemplify respect, tolerance and equality, which provide the firm foundations on which fundamental British values can thrive. Pupils can talk about democratic opportunities within the school, one sharing that 'there's a lot of democracy going around!' Pupils are empathetic and demonstrate awareness and acceptance of each other's needs to a high degree. This is because staff have ensured that stereotypical views are quashed. Pupils are educated to be responsible citizens who are very well prepared for life in a multicultural and diverse society.
- Staff are unified in their support of the school and have an explicit understanding of the school's purpose and future direction. They mould as a formidable team to meet the needs of pupils very well. One staff member expressed the views of many, stating that, 'the school is well led by a senior manager with a clear vision of where we are going and a strategic view of how we will get there.' One member of staff exclaimed that this is 'the best place they have ever worked in', another adding, 'I love it!'
- Parents are overwhelmingly positive about all aspects of the school's work and the significant impact that it has had on their children's lives. A parent described this by saying, 'I never thought that he (their child) would be able to go to school again. They (the school) are like a breath of fresh air.'
- Social workers and other professional bodies are complimentary of the work of the school. They verify that leaders communicate well and always attend important meetings to discuss the care and education that pupils receive. Local authorities hold leaders to account for the progress that pupils make and for the impact that funding has on their provision.
- Leaders recognise the usefulness of building partnerships and forging relationships with local schools to ensure that the school is outward-looking. They are developing ways to validate the effectiveness of the school, share good practice and to check that their judgements about how well pupils are achieving are correct.

Governance

- Governance is very effective and adds to the capacity of the school to continue on its trajectory to outstanding.
- Systems and structures are embedded to facilitate robust challenge and support for the headteacher to ensure that the effectiveness of the school continues to improve.
- Governors are appropriately focused on strategic development based on their in-depth knowledge of what the school does well and what could be improved further. They discharge their duties relating to safeguarding and the curriculum very well, including ensuring that leaders' response to bullying is appropriate and timely.
- Governors have faith in the leadership of the school, in part because leaders are open and honest about the school's effectiveness and prioritise effectively. There is a strong sense of mutual challenge to reinforce accountability and there is no complacency in addressing issues, so that the school keeps on progressing.

Safeguarding

- The arrangements for safeguarding are very effective. Leaders doggedly pursue high-quality support and advice, especially when pupils are preparing to make the important transition from school to the world beyond Heath Farm. Policies and procedures are robust and staff are in no doubt about how to deal with disclosures and child protection concerns.
- School leaders respond to complaints with rigour and with complete adherence to their published complaints policy. Complaints are dealt with in a genuinely self-critical way to make sure that the school is doing everything that they can to support pupils' needs.
- Anti-bullying posters and external contact details for helplines, such as ChildLine, adorn the corridors of the school so that pupils know precisely what to do if they are worried. Leaders take any allegations of bullying very seriously and investigate any reported incidents in detail. Staff's understanding of bullying is comprehensive, and because of this the vast majority of pupils share this knowledge. Pupils are able to talk about the many ways that they are able to express their concerns, such as through peer mediators, suggestion boxes and by talking to an adult. A parent told inspectors that the school 'does not allow bullying' and that all issues relating to behaviour 'are dealt with calmly by staff'.
- Pupils feel safe and are adamant that their voice is heard. They have a positive experience while they attend the school and feel valued. Pupils have a well-developed understanding of e-safety and readily reel off accurate information about safe and unsafe conduct. They have a thirst to learn more about keeping themselves safe. For example, they would love to learn about cycling safety.
- Pupils who find it difficult to manage their behaviour are supported extremely well to re-engage with their learning. On the rare occasions that crisis points are reached, the school provides support for parents and carers and are tenacious in their determination to find solutions to enable continuous care. Exclusions are used only as a last resort and have significantly reduced.
- Leaders and staff have engaged the support of the local authority designated officer to help them ensure that they are behaving in a highly professional way at all times and that they remain role models for pupils. Checks made on the suitability of staff and other

adults who are employed or associated with the school are thorough.

- Leaders maintain the school and sixth-form centre to a high standard and diligently undertake the required health and safety monitoring checks to ensure that pupils and students are able to learn in a safe environment. They complete dynamic risk assessments continually to review the appropriate use and risks associated with activities and trips.

Quality of teaching, learning and assessment

Good

- Teachers and learning support assistants are focused on pupils achieving well in their learning so that they have equality of opportunity when they leave the school. They believe that pupils can make good progress in all areas of their learning, despite previous barriers. Adults' absolute adherence to this core belief is empowering pupils to build up their accredited outcomes and to reach higher levels of accreditation. This provides a firm foundation on which pupils can build higher levels of attainment in the future.
- Strong relationships between adults and pupils have engendered a culture of mutual trust where learning can take place. Pupils know that adults will readily support them when they struggle and will provide proportionate praise when they achieve well. As a result, pupils who were disillusioned by education in the past, or whose anxieties and difficulties prevented them learning, are engaged and thriving in education once more.
- Teachers and learning support assistants model the school's values exceptionally well. They expect pupils to do the same, and they do. All adults have firm and appropriate expectations of pupils in lessons. Because of the consistent and sensitive way that adults apply the school's behaviour policy, pupils have absolute clarity regarding what is acceptable behaviour and what is not. This superb attention to developing pupils' personal development, behaviour and welfare has enabled pupils to be receptive to learning and, very importantly, to want to learn so that they make good progress academically.
- Leaders have introduced weekly opportunities for staff to meet and discuss the effectiveness of their teaching, disseminate training and share strategies that are successful. This enables staff to develop their skills and confidence to support pupils effectively.
- Teachers' questioning skills to probe deeply and expand pupils' understanding of their learning is variable. In the best examples, teachers use highly effective questioning and subject-specific language to draw out pupils' knowledge and skills and then intensify this knowledge further. However, this is dependent on the teacher's level of experience and subject knowledge in the subjects for which they are responsible. This variation of experience and subject knowledge does lead to some inconsistency across subjects and, therefore, some pupils make less progress than they might.
- Teachers know the needs of pupils well and tasks are generally targeted effectively to meet pupils varying abilities and challenge them. Most teachers assess pupils' knowledge, skills and understanding in all subject areas and use this information to plan activities that will help pupils further develop these skills. However, teachers' use of assessment information to plan activities that meet pupils' varying academic needs is not consistently strong. This means that the most able pupils sometimes complete work that is too easy

for them and occasionally they wait for too long while their classmates complete their work.

- Nonetheless, pupils who fall behind are supported well to catch up with their classmates. Learning support assistants help pupils in a variety of ways and do it well. They often provide pupils with the sensitive emotional support that they need to be able to access learning and focus on their work.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils talk with honesty and clarity about the positive difference that being at the school has made to their lives.
- Pupils are reflective about their own personal journey and have a growing sense of self-worth. They have realistic aspirations for their future lives, having been guided and supported helpfully by the school to persevere in their endeavours to reach their goals.
- Pupils have a plethora of ways to express how they are feeling and to influence what happens in their school. School councillors hold weekly meetings with senior leaders that provide pupils with the chance to improve their educational experience.
- Within each lesson, pupils use their personal targets from their individual education and well-being plans to help them manage their own behaviour, so that they are in a better state emotionally to learn.
- Pupils know that they have rights. They know whom to turn to if they are worried. They know how to complain if they are unhappy. Pupils say that their concerns are taken seriously and are always investigated by staff. This means that issues are resolved swiftly and well. Pupils are provided with contact information of independent organisations, such as Ofsted, so that they can seek further advice if they need to.
- Staff do their utmost to prepare pupils for life outside of school and to enable them to manage when they leave. The fruition of this is demonstrated through pupils' ability to sustain college courses and achieve well when they leave the school. Leaders go to great lengths to secure the best onward journey for pupils and often continue to support individuals and their parents long after they have left the school. The impact that the school has on pupils' future lives is tangible and immense.

Behaviour

- The behaviour of pupils is outstanding. The school has highly effective behaviour strategies in place to provide pupils with consistent boundaries for their behaviour so that they are able to understand and demonstrate the standards expected of them. One staff member wrote: 'I have seen so much improvement in children's behaviour and attitudes to learning', a view supported by staff, parents and carers alike.
- Individual pupil targets are used very well to remind them of the necessary skills required to be ready to learn. Pupils write their own well-being support plans to help them to begin to regulate their own behaviour. Persistent and sensitive reinforcement of these targets by staff ensures that pupils make rapid and substantial strides in managing their own

behaviour and are able to make good progress in their learning as a result.

- On occasions, when pupils find it difficult to manage their emotions, they are ably supported by highly trained and committed staff who speedily re-engage pupils in lessons. Due to this unstinting and conscientious approach by staff, pupils' behaviour swiftly improves over a very short period of time and they respond increasingly well to each other and to the activities provided for them.
- Incidents of bullying are infrequent. Pupils are confident that staff deal effectively with incidents if they do occur. School staff are highly proactive in helping pupils to understand bullying and the importance of reporting it. A pupil had written that 'there is no such thing as an innocent bystander when they can see that someone is being bullied'. Pupils talk openly about how to keep themselves safe, including with regard to cyber bullying. As a result of the school's pre-emptive work to educate pupils thoroughly about online safety and social networking, pupils are able to understand how to keep themselves safe online.
- There is a strong emphasis on tolerance, respect and responsible citizenship throughout the school. There is a palpable ethos of inclusion and equality that empowers pupils to develop wholesome feelings about themselves, and subsequently they are more robust and better equipped to face life's challenges with resilience.
- Attendance is good because of the school's strong partnership with parents and carers and other professionals. Some pupils have had extended periods out of school prior to arriving at Heath Farm. Nearly all pupils' attendance improves significantly when they secure a placement at the school because they feel safe and valued.

Outcomes for pupils

Good

- Pupils join the school at various ages after considerable disruption to their education. In spite of this, the vast majority of pupils make strong progress from a range of starting points in most subjects. Where this is not the case, it is because staff responsible for teaching subjects do not have an appropriate level of subject expertise and do not use what they know about pupils' performance quite as well as other staff to plan activities that meet the needs of all pupils precisely enough.
- Pupils typically attain entry-level certificates in reading, writing, speech and communication and mathematics, as well as a range of GCSEs and other accredited outcomes. Leaders are implementing plans to increase academic and vocational options available to pupils, for example by offering construction as a vocational accreditation on-site. The school persistently affords pupils with the opportunity to work towards higher accreditation, particularly for the most able pupils. Leaders are diligent in their determination to provide pupils with accreditation that matches their talents and interests.
- There is a very clear focus on supporting pupils to be ready to learn as soon as they arrive at the school. The school's diligence, and impact, in improving pupils' emotional development and welfare is exceptionally strong. The school transforms pupils' lives. This is because pupils are at the heart of the school's purpose and ethos. The school's systems and processes are moulded around bettering pupils' prospects and securing positive futures for them. Staff are committed to this endeavour.
- Pupils often enter the school with typically low levels of achievement compared to the level of ability usually associated with their chronological age. This is particularly true in

reading and writing. However, pupils make rapid gains in their reading skills because the early stages of reading are taught well. The school fosters a love of reading by giving pupils access to a range of stimulating text, which, in turn, improves their vocabulary and understanding of how to write in a way that captures the imagination of the reader. As a result, nearly all pupils are making at least the progress expected of them and a significant number are already exceeding expectations.

- Pupils make effective progress in their spelling, punctuation and grammatical skills and knowledge. The difference between their own and pupils' attainment nationally diminishes quickly. However, some pupils do not transfer these skills fluently across subjects because they fail to make the necessary connections in their learning and because staff do not always expect them, or enable them, to do so.
- Pupils' work shows the good progress that they make in mathematics from often very low starting points. Pupils are resilient to mistakes and keep trying to improve their understanding. Pupils are able to reason and solve problems, which are often presented in ways that relate to real life.
- Pupils communicate their knowledge and opinions with increasing eloquence as their time at the school increases. They support their views with well-reasoned arguments and draw upon their own understanding of the world around them. Staff actively encourage verbal contributions from pupils so that their speaking and listening skills develop quickly. There are many examples where pupils have entered the school as reluctant communicators and, within a very short period, are responding to questions and participating in discussions.
- Pupils of secondary-school age make effective progress in science and use complex subject-specific language to discuss their learning. They quickly acquire analytical and investigative skills because they are encouraged to think for themselves and teachers' questioning rapidly deepens their understanding of scientific concepts. During this inspection, pupils in key stage 3 discussed the properties of metal, using and understanding vocabulary such as 'conductor', 'malleable' and 'ductile' to describe gold.
- The progress of disadvantaged pupils compares favourably to the progress of all pupils in the school. Subsequently, the gaps between their own achievement and pupils nationally is diminishing rapidly.
- Pupils and students are exceptionally well prepared for the next stage of education and continue to build on accreditations offered by the school. The vast majority of pupils and students go to further education college placements when they leave the school, or return to the care of the local authorities who placed them at the school.

Sixth form provision

Good

- Senior leaders are proactively seeking ways to improve sixth-form provision further, which reflects the ambitious ethos of the school.
- The sixth-form leader is facilitating improving outcomes for students by providing highly personalised pathways that meet students' wide-ranging needs.
- Senior leaders ensure that students are given the opportunity to improve upon their English and mathematical skills so that they can achieve, or work towards, GCSE qualifications at grades A to C, while undertaking a range of other accredited outcomes.

This ensures that students continue to make good progress in range of subjects.

- Students are exceptionally well supported to develop maximum independence and the range of subjects offered by the school and local special schools and colleges have been chosen carefully to meet pupils' needs and strengths. However, this is limited by staff's expertise.
- External college provision is quality assured by the sixth-form leader to make certain that students are taught and learn well. They act upon this intelligence to provide the best courses for students.
- Students are given effective careers advice by the school. Staff ensure that advice is impartial and meets the interests of students. Students told inspectors that they are supported to write job applications, compose curricula vitae and prepare for interviews.
- Students attend work experience that is linked closely to their career pathways. Not all students participate in work experience while they are in the sixth form, but all students have experienced a number of placements in Years 10 and 11. Work-experience placements are uniquely tailored to the needs of students and enable them to pursue their chosen pathway into the world of work.
- The vast majority of teaching in the sixth form is effective and enables students to build on their previous knowledge and achievements. However, as with other areas of the school, there is some variability in the quality of teaching associated with less-secure subject knowledge and subsequent ability to use pupils' performance information to plan activities that consistently meet the needs of students.
- Students cope well with this period of change in their lives as they face new challenges. They learn to take increasing responsibility for their own behaviour and manage their own emotions. With the effective support of adults, students become increasingly aware of what it means to be a part of a community outside of the school.
- The sixth-form leader ensures that communication between the school and parents and carers is highly effective. This established partnership has enabled trusting relationships to blossom in the best interests of students and often continues long after students have left the school. This is because staff at the sixth-form centre, as with the rest of the school, care deeply for students.

School details

Unique reference number	119009
DfE registration number	886/6060
Inspection number	10026656

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	Other independent special school
School category	Independent school
Age range of pupils	5 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	72
Of which, number on roll in sixth form	7
Number of part-time pupils	1
Proprietor	Acorn Care and Education Limited
Chair	Julie Taylor
Headteacher	Craig Ribbons
Annual fees (day pupils)	£34,435–61,630
Telephone number	01233 712030
Website	www.heathfarmschool.org
Email address	enquiries@heathfarmschool.org
Date of previous inspection	21–23 April 2015

Information about this school

- Heath Farm School occupies a range of purpose-built classrooms, which include five pods, the 'qube' and converted farm and outbuildings in a small village near Ashford, in Kent. The school opened in December 1988 and is registered for up to 70 boys and girls aged five to 18 years, who have social, emotional and mental health difficulties.
- Many pupils have additional identified learning needs, such as dyslexia, dyspraxia and

attachment and deficit disorders. Most have experienced significant disruption to their education and some have been out of school for long periods of time.

- Pupils are grouped according to age and academic ability in small class groups with a very high staff to pupil ratio. In addition, there is a 'nurture class' that supports the youngest pupils and pupils with attachment difficulties, to make a successful transition into the school.
- The school also provides an alternative programme for pupils who require intensive support with their journey through education.
- At the time of the inspection, there were 72 pupils on roll, referred by a wide range of different local authorities. Of these, 66 have either a statement of special educational needs or an education, health and care plan. A significant number of pupils have additional support that is funded by the local authority.
- Six students attend the off-site sixth-form provision, most of whom also attend either work-related training or colleges of further education at local colleges, special and mainstream schools. The time spent attending these courses varies depending on the student's emotional and academic needs.
- The school is part of the Acorn Care and Education Group, which owns a number of similar schools across the country, alongside several schools for pupils with autism. Over a third of pupils are children looked after. Care is provided by Heath Farm Family Services and a range of other care providers.
- The school's aim is to 'meet the educational, social and welfare needs of children through the creation of a caring, supportive and stimulating atmosphere'.
- Pupils are entered for a range of accredited outcomes. Pupils and students, particularly the most able, are entered early for GCSE examinations.
- The school was last inspected in April 2015 and judged to be good.

Information about this inspection

- The inspection was carried out without notice at the request of the Department for Education (DfE). This was because the department had received a complaint that raised concern about the welfare and safety of pupils.
- The inspectors visited 15 lessons to observe learning across the school. Approximately half were joint observations with one of the deputy headteachers. At the time of the inspection, some pupils were undertaking mock examinations, and, therefore, could not be disturbed.
- All of the relevant school documents and policies were scrutinised to check compliance with the independent school standards, including those pertaining to the complaint. These included the school's website, information about pupils' progress, the school's own evaluation of the quality of teaching and pupils' work in books. Records relating to behaviour, bullying, complaints and safeguarding were some examples of other documentation scrutinised. A tour of the main school site and the sixth-form centre took place to check the suitability of the premises.
- Discussions were held with an assistant director within the education division of Acorn Care and Education, school leaders, therapy staff, wider professionals and school staff.
- Inspectors spoke to pupils informally during the school day and met formally with a group of pupils to gather their views about the school. Results of a recent pupils' survey conducted by the school were also taken into account.
- Inspectors heard pupils read in lessons and formally.
- Inspectors looked at pupils' and students' work in books, including in their writing, in mathematics and in a range of other subjects.
- Inspectors took account of six responses made by parents and carers to Ofsted's online questionnaire, Parent View, and the comments made by four parents and carers contacted by telephone during the inspection. There were no additional comments made by parents online.
- Inspectors reviewed the 31 submissions to the voluntary staff survey.
- Inspectors reviewed the checks made on staff about their suitability to work with children.
- Inspectors examined the quality of information provided to parents and carers, including that available on the school's website.

Inspection team

Abigail Birch, lead inspector

Her Majesty's Inspector

Clive Dunn

Her Majesty's Inspector

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