

# Pudsey Tyersal Primary School

Tyersal Walk, Tyersal, Bradford, West Yorkshire BD4 8ER

## Inspection dates

1–2 March 2017

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- The school's performance declined markedly in 2016 from its performance in 2015. As a result, pupils at the end of Year 6 continue to leave the school inadequately prepared for their secondary school education.
- Over time, the actions leaders have taken to improve the school have been ineffectual. Governors have not held leaders to account sufficiently for the progress pupils make.
- Pupils' outcomes in Years 1 to 6 are too low. Progress is too slow across a wide range of subjects, including mathematics, reading and writing. Too many pupils underachieve.
- Disadvantaged pupils throughout the school achieve less well than their classmates. The funding to support these pupils' learning has too little impact on raising their achievement.
- The quality of teaching is inadequate. Teachers' expectations of pupils are too low, particularly of the most able. The work set fails to interest, engage or challenge all pupils sufficiently.
- Leaders do not check the quality of teaching and learning closely enough to ensure that pupils of all abilities make the progress they should.
- Staff have access to high-quality support and training to improve their skills and practice, but teaching is not improving quickly enough.
- Teachers' assessments of pupils' progress are not always accurate to inform their planning.
- Pupils' behaviour is inadequate. Too much learning time is lost to manage unacceptable behaviour. These disruptions impede learning.
- Behaviour outside lessons is also sometimes poor and goes unchallenged by some staff. Pupils' attitudes to school and learning are poor.
- Pupils' personal development is inadequate. Pupils do not always show due respect to each other, teachers, support staff or visitors. British values are not promoted sufficiently well.
- Attendance is too low and persistent absences high, particularly among disadvantaged pupils.

### The school has the following strengths

- Children in the early years make at least expected progress because teaching is generally stronger here.
- Pupils who have special needs and/or disabilities often make good progress because they receive effective support.
- Safeguarding procedures are effective, and the school cares for its most vulnerable pupils well.
- Pupils benefit from a wide range of extra-curricular activities, including sport and music.
- A number of highly skilled teaching assistants support individual pupils and groups effectively.

## Full report

In accordance with section 44(1) of 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?

- Urgently, improve the quality of leadership and management at all levels by ensuring that:
  - leaders and governors have an accurate understanding of the school's performance, have a plan to tackle weaknesses systematically and quickly, and evaluate the effectiveness of the actions they take rigorously
  - leaders take the actions necessary to immediately improve teaching, so it leads to pupils making at least good progress
  - leaders do what is necessary to improve pupils' learning, particularly to raise outcomes for the most able and the disadvantaged throughout the school
  - leaders evaluate the quality of teaching and learning rigorously, to check that it challenges all pupils effectively
  - teachers assess pupils' achievements accurately, and use this information to plan learning that better matches pupils' needs and engages their interest
  - leaders evaluate pupils' performance closely and take prompt action where any pupils are at risk of falling behind due to weak teaching over time, particularly at key stage 2
  - subject leaders do more to improve teachers' and pupils' performance in their areas of responsibility
  - governors check that the information they receive from school leaders explains accurately how different groups of pupils achieve, particularly the disadvantaged
  - governors have higher expectations of all staff, and hold senior leaders to account more rigorously for pupils' outcomes in all subjects
  - the curriculum is further developed to engage and interest pupils more effectively, and to support their personal development.
- Improve the quality of teaching, learning and assessment, and ensure that all groups of pupils make at least good progress in order to raise the standards they reach by:
  - raising teachers' expectations of what pupils can do and the progress they can make
  - making sure teachers have the necessary skills to ask probing questions to deepen pupils' knowledge and understanding and increase their enthusiasm for learning
  - planning more effectively to support disadvantaged pupils and the most able pupils

- checking that pupils apply their basic skills of spelling, grammar, punctuation and handwriting accurately in all their work and correct any careless errors promptly.
- Urgently improve pupils' personal development, behaviour and welfare by ensuring that:
  - pupils' attendance rises quickly, especially the attendance of disadvantaged pupils
  - all staff manage pupils' behaviour consistently, so that disruptions to learning and time lost to managing poor behaviour are both minimised
  - expectations of good behaviour are higher, and that pupils show due respect, courtesy and care towards others
  - expectations of the pride pupils take in their work are higher, so that they always try hard to do their best and develop good attitudes to learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

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

The school may not appoint newly qualified teachers.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The headteacher, staff and governors do not have an accurate picture of the school's current performance. Their general overview is too generous, particularly regarding pupil progress and behaviour. They are not rigorous in checking that the actions they take to make improvements have the impact they should on pupils' achievement and personal development. The initiatives they have taken have been largely ineffectual. Current leadership does not have the capacity to move the school forward quickly.
- The school's improvement plan identifies what improvements need to happen, but improvement is far too slow. Pupils are still underachieving because some of the actions are ineffective. The areas for improvement identified in the school's last inspection regarding pupils' outcomes and leadership remain as weaknesses.
- The monitoring of teaching and learning is weak. Senior leaders place insufficient focus on checking that the impact of teaching raises pupils' outcomes. Leaders are very aware that disadvantaged pupils and the most able pupils do not make the progress they should, but there is no sense of urgency to address this. Over time, pupils fall behind in their learning and progress is too slow, particularly in key stage 2. The school's view that teaching is improving is erroneous. Pupils are not being challenged enough.
- Subject leaders are not doing enough to improve teaching and raise standards in their areas of responsibility. The teaching of mathematics and writing is ineffective in ensuring that pupils understand their learning and apply their skills confidently in other subjects. The most able pupils particularly are not challenged sufficiently in their work.
- Staff have many good opportunities to develop their knowledge and skills through training and support from external agencies, but the impact is not evident in pupils' outcomes. Leaders do little to check that staff apply what they learn through this training to improve their classroom practice in order to raise pupils' achievement.
- Senior leaders have introduced a range of strategies to improve behaviour but are not checking rigorously that all staff follow the agreed guidelines to ensure consistently effective practice across the school. Consequently, behaviour is inadequate.
- The pupil premium funding is not used well enough to benefit the pupils it is intended for. Disadvantaged pupils continue to underachieve; their learning is not supported effectively. They achieve less well than other pupils in the school. As all pupils achieve less well than pupils nationally, those who are disadvantaged fall further behind as they progress through the school. The pastoral support for these pupils is stronger. The school provides them full access to all that the school offers, including breakfast club.
- The school's primary schools sport funding is used to extend provision and bring in coaches to develop teachers' skills. Pupils enjoy physical education and competitive events with other schools and a wide range of sports clubs in school.
- The funding provided to support pupils who have special educational needs and/or disabilities is used to provide effective support for these pupils. As a result, these pupils make better progress than their peers.
- The curriculum lacks interest and challenge. There is considerably more focus on

promoting pupils' literacy and numeracy skills than in developing other subjects. While not the main weakness, reading is not promoted sufficiently well, particularly where pupils' skills are insecure. Equally, the development of skills in literacy and numeracy across other subjects is not embedded well to secure higher outcomes. Many pupils fail to engage enthusiastically in their learning because, with a high focus on completing set tasks, activities are not always interesting or sufficiently challenging. Too little is done to challenge the most able pupils to work at greater depth and achieve more.

- The focus on promoting pupils' personal development, including their spiritual, moral, social and cultural development, is weak, as is promoting their understanding of British values. While all pupils know to respect others and tolerate diversity, a few fail to do so unless reminded. In this respect, pupils are not prepared well for the wider world.
- Leaders fail to promote equality of opportunity successfully because not all pupils reach their full potential. Weaknesses are not identified or dealt with quickly enough to secure good outcomes for all pupils. The teaching is too variable in quality across the school, in different subjects and for different groups of pupils.
- The school uses the local authority to undertake reviews of the school's performance and provide training for staff and governors. However, the local authority has not challenged leaders sufficiently in driving improvement urgently so pupils achieve well.

### **Governance of the school**

- Governors want to serve the school community well and want the best for its pupils. They understand the school's current position is not good, and improvement has been too slow. Their aspirations for pupils are high, but they are not holding leaders to account sufficiently for the decline in outcomes in 2016 or pupils' current progress. They fail to challenge the information they receive from the headteacher and assume the actions being taken to improve are effective.
- Governors were disappointed that the outcomes in 2016 declined from those in 2015, but are not aware that pupils' current performance is also a concern. They know that attendance continues to be an issue despite the school's efforts to address this; just as they cannot explain why, if teaching has improved, the pupil premium funding is not having the impact it should on raising outcomes for disadvantaged pupils.
- Governors understand their responsibility to oversee teachers' performance and pay and check that it is linked to pupil performance. The targets set for pupils are high, and pupils are currently well below these targets. Governors carry out their duty to monitor the performance of the headteacher, but their monitoring is not sufficiently rigorous.

### **Safeguarding**

- The arrangements for safeguarding are effective. Most pupils say they feel safe at school, but occasional poor behaviour by a few unsettles them. Pupils know how to stay safe, and receive regular reminders to stay safe beyond school. Staff have the training they need to undertake their duty of care to keep pupils safe. Absences are followed up promptly. Staff and governors have had training to know how to prevent pupils from being exposed to extremism and that pupils know the potential dangers posed by social media sites and cyber bullying, and how to report any incidents.
- The school's caring ethos is strong. Governors ensure that required guidelines to keep

pupils safe are reviewed and updated regularly. The school checks that staff are suitably vetted for their roles. Leaders have good links with other professional agencies and act promptly if concerns arise about the safety and welfare of pupils and their families, particularly those that are most vulnerable. Pupils trust teachers to help them.

## Quality of teaching, learning and assessment

## Inadequate

- Weak teaching over time in Years 1 to 6 has resulted in pupils' inadequate progress and underachievement. The quality of teaching is not good enough to raise pupils' progress. Teachers' expectations of what pupils can achieve are too low. The most able pupils are not challenged enough to achieve more; few pupils exceed expectations in any subject.
- There have been a number of staff changes since the last inspection and the school continues to experience instability in staffing. This has had a detrimental impact on ensuring continuity in learning for some pupils, and has slowed school improvement.
- While the school has copious assessment information, it is not entirely accurate or reliable to inform teachers' planning to meet pupils' needs. Pupils' workbooks indicate that too much teaching is pitched too low. Too often, pupils of all abilities start with the same tasks, before some move on to more challenging work. However, not all who should, do, and so fail to achieve as well as they should. Less-able pupils lose confidence because they are often unclear as to how to proceed or what is expected of them.
- An analysis of pupils' current work shows that their literacy and numeracy skills are not embedded effectively. Basic errors persist in pupils' grammar, punctuation and spelling as late as Year 6 and in mathematics where pupils fail to set out calculations step by step. When errors occur they cannot identify and correct them. Literacy and numeracy skills are not promoted effectively in other subjects to develop fluency and accuracy.
- Assessment of pupils' work is not strong. Too little attention is given to making sure pupils work accurately. This is not helped by the numbers of pupils who sometimes disengage too readily, and so disrupt their own learning as well as that of others. When such interruptions are not managed well, pupils make little or no progress. While not the majority, a number show a lack of interest in learning; this impedes their progress.
- In some lessons, teachers encourage pupils to think about their learning and explain their work. This helps pupils develop better understanding. However, too often, in order to maintain a lively pace and keep pupils busy, teachers move on too quickly without giving pupils sufficient time to ask questions to deepen their knowledge and skills. Often, if pupils' misconceptions are not addressed immediately, gaps in learning emerge that limit their subsequent progress, especially in mathematics.
- The teaching of mathematics is weak. While pupils' basic number and calculation skills are developed step by step, pupils often do not think for themselves when tackling more complex problems that require multi-step solutions. This is particularly so if staff fail to provide appropriate resources to support the activities. Less confident learners give up too readily without support.
- In the early years, a higher focus on phonics, gives children a good start to their reading and writing. By Year 1, most pupils tackle unfamiliar words with reasonable

confidence. Their understanding is sometimes less secure; few exceed age-related expectations at the end of Year 2 and Year 6. A number actively indicate they do not like reading because it is 'boring' and do not read regularly enough to develop proficiency. A love of reading is not promoted well.

- Pupils enjoy talking about writing and have good opportunities to explore ideas before they write. However, this often leaves insufficient time for pupils to write at length and develop their skills. They learn about features such as similes and metaphors but rarely use these techniques unless directly asked. In addition, due to their lower than average reading skills and their weaknesses in spelling, grammar and punctuation, their writing is limited in its overall quality. Few apply what they glean from reading when writing.
- Pupils who have special educational needs and/or disabilities are supported well in small groups or individually. Teaching assistants are deployed effectively and are skilful in their strategies to engage pupils who find learning difficult. In these situations pupils make good progress. Their progress is not as good when working with the whole class, where the work sometimes is too hard for them or they are distracted by the poor behaviour of a few. So overall, most make no better than expected progress.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils' pride in school and their learning is variable. Most try hard and want to achieve well. However, too frequently in some classes, a few interrupt learning and distract others. They do not engage well in lessons, and their attitudes to learning are poor.
- Most pupils are friendly, polite and well mannered, but they are often overshadowed by the few disruptive pupils who some staff struggle to manage effectively.
- The school represents a very diverse community, and pupils are aware of cultures and traditions that vary from theirs. While there is generally a sense of harmony within the school, a few pupils show disrespect and disregard for others, particularly towards the more vulnerable. Most staff handle such incidents well, but a few pupils find this lack of respect and tolerance intimidating.
- Pupils have a fair understanding of democracy, as they select school councillors to represent their views and lunchtime helpers who clear away plates. Most have a good sense of fairness, justice and equality, explaining that 'naughty children' are rewarded more than 'good ones'.
- Most pupils said they feel safe in school and know who to go to if they are worried or upset. They said that incidents of bullying do occur but are generally dealt with promptly. A few find lunchtimes a bit more challenging when teachers are not on duty.
- The school has clear and effective procedures to keep pupils safe. Pupils have a good understanding of how to stay safe when using the internet. They understand why healthy eating and exercise are important to stay fit. Many enjoy attending sports clubs.
- On the whole, relationships between pupils and between staff and pupils are warm and

caring. Pupils know they are cared for at school and trust teachers to help them.

- The school cares for its most vulnerable pupils well. The learning mentor is a strong link between home and school, and any concerns raised by staff, parents or pupils about pupils' welfare and well-being are followed promptly, involving other professional agencies where appropriate. Pupils who need individual support are cared for well.

## Behaviour

- The behaviour of pupils is inadequate.
- Pupils' attendance continues to be well below that found nationally. Attendance is especially low for disadvantaged pupils, and persistent absences in this group are high. Despite the school's efforts to improve attendance, there is a further decline this year. This poor attendance is having a negative impact on pupils' learning over time.
- Pupils' behaviour in class is very variable and often dependent on who is teaching them and how effective their behaviour management skills are in handling any disruptions. Most pupils behave well much of the time. There are a few who persistently interrupt teachers and support staff. A few can be quite difficult and defiant, not responding to any of the agreed rewards and sanctions. In the Ofsted staff questionnaire, staff say that behaviour is not always managed consistently and poor behaviour persists.
- Exclusions declined last year to zero, but not so this year. Pupils said that there are a few pupils who think school is not important; 'they mess about and spoil it for others'.
- The school has introduced a new strategy to promote better behaviour, but practice is not consistent across the school. During the inspection, pupils were seen running in and out of the library, which is a short cut to the dining hall; some were kicking a coat about, which the owner was trying to retrieve; a few failed to respond when asked to behave.
- Parents have mixed views about bullying and behaviour. Most feel that children generally behave well and are safe in school, but believe incidents of poor behaviour do occur.

### Outcomes for pupils

### Inadequate

- Weak teaching and leadership has led to pupils failing to make the progress they should in reading, writing and mathematics.
- In 2016, the progress that pupils made across key stage 2 in writing and mathematics was in the bottom 10% of all schools at the end of Year 6. Progress in reading, while not as low, was also well below the expectations for their age. The school was not expecting this poor performance.
- In the same year, pupils at the end of their Year 2 also performed well below the expectations for their age in reading and mathematics. These pupils were close to average when they entered Year 1, and so overall made inadequate progress.
- Disadvantaged pupils performed less well than their classmates in 2016, and fell further behind pupils nationally. Their progress was inadequate. None exceeded expectations.
- In the phonics checks in Year 1 in 2016, 63% of the pupils passed the test compared



with 81% nationally. The school's predictions are higher this year as current pupils have had a firmer grounding in phonics from early years. Slightly fewer than the national average achieved a good level of development at the end of their Reception year.

- Pupils' progress currently is weak. The school's own assessment information and work in pupils' books demonstrate that no pupils are working at age-related expectations in any subject.
- Analysis of current pupils' writing skills shows slow progress at both key stages and very low attainment. Examples of extended writing are few. In mathematics, the overall picture is equally poor with very few examples of pupils' work being close to age-related expectations. Of the limited range of work recorded in other subjects, standards there are too low to reflect even modest progress.
- The progress that pupils make in reading is weak. A number of the less-able readers have limited strategies to sound out words they are not familiar with and struggle to explain what they have read. Some read fluently technically, but take little heed of punctuation to read accurately and with expression and comprehension. A few find reading difficult and boring and so do not read often.
- Disadvantaged pupils throughout Years 1 to 6 make very slow progress. Differences between their attainment and that of others nationally remain too wide. The needs of these pupils are not identified well enough by the school, and the government money allocated to support their learning is not used effectively. Poor attendance and weak teaching hamper the progress of these pupils severely.
- Pupils who have special educational needs and/or disabilities make at least expected progress from their often low starting points because they receive effective support, often from highly skilled teaching assistants who know each pupil's needs well.
- There are very few pupils identified as the most able by the school. There are some in each year group who are easily capable of achieving more, but they are not challenged sufficiently. They do not make the progress they could because they often do the same work as others before they move on to any higher level of challenge.

### Early years provision

### Requires improvement

- Leadership of early years is more effective than the overall leadership of the school, but it still requires improvement. New staff have increased the capacity to improve early years, and actions to improve provision are taking effect.
- Strong teamwork is evident as staff plan learning that introduces children to a wide range of activities and experiences to develop their knowledge and skills. Assessments are reliable. Close observations of children at work and play shape the planning for subsequent work, and children try everything that is planned for them with confidence.
- Children start in the Nursery with skills and knowledge that are generally below those typical for their age, particularly in their language, communication and literacy skills. Staff know this and so adapt the curriculum accordingly to place greater emphasis on listening and speaking and extending children's vocabulary.

- Children settle quickly. Staff know the needs of the children well, because induction arrangements effectively identify where children need specific help with their learning and personal development. Links between home and school are fostered well.
- Many children make good progress, but at times expectations of the most able are not high enough. They are capable of more and are sometimes held back, for example in phonics, where a number already know their letters and sounds and are ready to build words and compose sentences. They also enjoy writing and approach such tasks with delight. As one child explained, 'it makes me be like an author who writes books'.
- Children enjoy the activities on offer, and delight in their learning and play equally happily. They talked animatedly about the chicks that had just hatched; 'It was like magic. Last week it was an egg but now it is a real chick and it will be a chicken soon.'
- Children enjoy working with staff, but are equally comfortable working with each other or on their own. Routines are well established and children help to clear up at 'tidy up time', even if it is not something they have used. 'If you want to be good, you must tidy up', they explained, 'and you should help too', they insisted.
- Relationships are good as is children's behaviour. Children are encouraged to take turns and share, and do so safely and sensibly because expectations of good behaviour are high. They know to wash their hands before eating, because, 'dirty hands are not clean for eating!' They know why fruit is healthy for you, 'to give you vitamins and things'.
- Disadvantaged children and those who have special educational need and/or disabilities receive effective support to help them achieve as well as their classmates. Staff make sure they relay any concerns to parents promptly to keep them fully informed and advise parents as to how they can support their children's learning at home.
- When children leave the Reception class, many attain a good level of development (GLD), and are well prepared for Year 1. In 2016, 57% attained a GLD compared with 69% nationally.
- The safeguarding and welfare arrangements in the early years are fully met. Care arrangements are effective, with daily safety checks regarding play equipment.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 107841   |
| Local authority         | Leeds    |
| Inspection number       | 10023816 |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Maintained   |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 231  |
| Appropriate authority               | The governing body   |
| Chair                               | Claire Lockwood  |
| Headteacher                         | Johanna Jobson   |
| Telephone number                    | 01274 662 363  |
| Website                             | <a href="http://www.pudseytyersal.co.uk">www.pudseytyersal.co.uk</a>             |
| Email address                       | <a href="mailto:office@pudseytyersalps.org.uk">office@pudseytyersalps.org.uk</a> |
| Date of previous inspection         | 10–11 February 2015  |

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is an average-sized primary school.
- The school has provision for early years that starts from when children are aged three. Children attend part time in the Nursery from after their third birthday, and full time in the Reception class.
- While the majority of pupils are of White British heritage, an average proportion represents a number of minority ethnic groups.
- Many of these pupils speak English as an additional language, but none are at an early stage of learning English.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The proportion of pupils who are disadvantaged and are supported through the pupil

premium funding is well above the national average.

- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club for pupils.
- A number of staff are new to the school since the previous inspection.

## Information about this inspection

- The inspectors observed teaching throughout the school; some observations were carried out jointly with the headteacher and a senior leader. In addition, the inspectors scrutinised pupils' workbooks and listened to pupils read.
- Meetings were held with pupils, the chair of the governing body and two other governors, the headteacher, senior and middle leaders and subject leaders. The inspectors also had a meeting with a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress and planning and monitoring documentation.
- Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- Inspectors considered the 29 responses to the online questionnaire (Parent View), and feedback from the 24 parents who expressed their views via text messages to Ofsted. Inspectors also listened to the views of parents who spoke to them at school.
- The inspectors took account of the 17 responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.
- Inspectors also took into consideration the 19 responses submitted via the online Ofsted pupil survey.

## Inspection team

|                                   |                  |
|-----------------------------------|------------------|
| Rajinder Harrison, lead inspector | Ofsted Inspector |
| Lee Haynes                        | Ofsted Inspector |
| Julia Wright                      | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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