

Jamea Al Kauthar

Ashton Road, Lancaster, Lancashire LA1 5AJ

Inspection dates

25–27 April 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Sixth form provision	Requires improvement
Overall experiences and progress of children and young people in the boarding provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- In 2016, pupils' progress in mathematics and science was not good. Too few pupils achieved the highest grades.
- Leaders do not track the achievement of most-able pupils with sufficient rigour. The most able pupils do not reach the standards of which they are capable.
- Teachers do not use the information that they have about their pupils to plan lessons that challenge pupils to reach their potential.
- Teachers' ongoing training does not include sufficient time to develop their knowledge of the new curriculum for secular subjects.
- Leaders do not have sufficiently robust systems to monitor the quality of teaching, learning and assessment.
- The curriculum has improved. However, it does not yet meet the needs of some pupils.
- Parents do not receive adequately detailed reports about pupils' progress and attainment.
- Students do not make consistently good progress in academic subjects in the sixth form.
- Sixth-form students do not have sufficient opportunity to develop employability skills. They do not routinely engage in work experience.
- In the school and in the boarding provision, pupils do not have enough external enrichment opportunities to enhance their learning.
- The performance management and supervision of boarding staff have improved. However, they still lack rigour.
- Record-keeping in the boarding provision is not yet robust. Leaders do not routinely seek an external reference for new staff who have previously been a student in the school.

The school has the following strengths

- The headteacher leads with drive, passion and determination. She is an inspiration to staff and pupils alike.
- Pupils behave very well and are keen to learn. They value their school and each other.
- By the end of key stage 4, pupils make good progress in Urdu, religious studies and English.
- Students make consistently good progress in vocational subjects in the sixth form.
- Leaders have dramatically improved the quality of facilities across the school, including in the boarding provision.
- Leaders have implemented strong policies and procedures across the school. These provide a solid foundation for further improvement.

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') and associated requirements.
- The school must take action to meet the national minimum standards for boarding schools and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - increasing the robustness of the procedures used to monitor and evaluate the quality of teaching, learning and assessment
 - rigorously tracking the progress the most able pupils make, in order to inform teachers' planning
 - improving teachers' ongoing training in secular studies, so that they have the required depth of subject knowledge to deliver the new GCSE and A-level specifications
 - improving the quality of annual written reports to parents
 - further evaluating the key stage 4 curriculum so that it meets the needs, interests and aspirations of the pupils and prepares them sufficiently well to excel post-16.
- Improve teaching and learning by ensuring that teachers regularly plan lessons that challenge pupils to reach their potential, especially the most able pupils.
- Improve outcomes in mathematics and science.
- Improve the 16 to 19 study programmes by:
 - ensuring that students make stronger progress in academic subjects
 - further evaluating the effectiveness of study programmes so that they meet the changing needs and aspirations of students
 - providing more opportunities for students to develop high-quality social and employability skills, for example through work experience.
- Provide pupils with enrichment opportunities that enable them to deepen their understanding of British values and further promote their spiritual, moral, social and cultural development.
- Improve the boarding provision by:
 - further enhancing the quality of record-keeping in relation to complaints, bullying and the sanctions issued to pupils
 - ensuring that at least one reference, when appointing new staff, is external to the school
 - ensuring that all staff receive regular supervision and appraisal to support their ongoing development, including their learning from recent training events and how this has informed their practice.

The school must meet the following national minimum standards for boarding schools

- 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's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)

Inspection judgements

Effectiveness of leadership and management	Requires improvement
Impact and effectiveness of leaders and managers in the boarding provision	Requires improvement
How well children and young people are protected in the boarding provision	Requires improvement

- Leaders and the proprietor currently have an overgenerous view of the quality of education that the school provides. Their analysis is not sufficiently grounded in robust monitoring and evaluation.
- Leaders have improved procedures to monitor the quality of teaching, learning and assessment since the previous inspection. However, systems are not yet sharp enough or precise enough. They do not give leaders the information that they need to improve the progress that pupils make or to hold teachers and subject leaders firmly to account.
- The ongoing training for staff is wide and varied. Teachers appreciate the programme of support that they receive. There are, however, insufficient opportunities for teachers to develop their subject knowledge in the secular curriculum in preparation for the new GCSE and A-level examinations. Consequently, pupils' acquisition of knowledge, skills and understanding is not as strong as it should be.
- Training for middle leaders has improved across the school. Subject leaders know the types of monitoring that they need to undertake but they do not have sufficient knowledge or experience to evaluate the impact of teaching on pupils' progress.
- Leaders have improved the accuracy of data that they have about pupils' progress and attainment. However, they do not routinely track and monitor the progress made by the most able pupils. As a result, some of these pupils do not achieve as highly as they should in some secular subjects.
- Leaders and teachers have high aspirations for their pupils. They do not have the skills, however, to translate those aspirations into appropriate planning for different groups of pupils. This is especially the case for the most able.
- Each day the school curriculum is divided between Islamic education which takes place in the morning and secular education which takes place in the afternoon. Overall the curriculum is broad and balanced.
- Leaders continuously evaluate the quality and breadth of the curriculum. They recognise that the key stage 4 curriculum needs further development to ensure that pupils are fully prepared for the demands of the school's sixth form, further education or employment. Current provision in science, for example, does not prepare pupils sufficiently well for the demands of A-level science. Leaders have plans to address this issue.
- Performance management procedures in the school are not yet robust to secure better outcomes for pupils. Leaders have incorporated broad information on pupils' achievement, for example by asking teachers to complete assessments in line with school policy. However, leaders at all levels have not yet sufficiently linked how well pupils do in their subjects to teachers' targets.

- Since the previous inspection, the staff in the boarding provision have been afforded opportunities to reflect on their boarding practice. The supervision and performance management of staff, however, are not yet robust enough to secure more rapid improvements for pupils.
- Although significant improvements have been made to meeting the national minimum standards for boarding schools, two standards remain unmet. Consequently, leaders do not consistently fulfil their responsibilities to ensure that the standards are achieved.
- Leaders in the boarding provision do not ensure that record-keeping in relation to complaints, bullying and the sanctions issued to pupils are robust.
- Pupils in the boarding provision are not given sufficient opportunities to access facilities and enrichment opportunities in the local area that are appropriate to their age. This restricts their wider development. They do, however, have access to a range of extra-curricular provision in school.
- The headteacher and deputy headteacher for boarding have the vision, understanding and desire to continue the ongoing programme of development to improve outcomes for boarding pupils. Since the previous inspection, leaders have revised and updated policies to meet current standards and requirements.
- In the school, the headteacher and head of school lead with drive, passion and determination. They know exactly what they need to do to ensure that the school is consistently good. They can articulate the steps they need to undertake this. Staff and pupils recognise their unwavering commitment. The headteacher and head of school are an inspiration to staff and pupils alike.
- Staff morale is high. Teachers and other staff feel well supported by the school's leadership team. The responses from the Ofsted staff questionnaire are universally positive.
- Leaders take the views of pupils seriously. They regularly canvass pupils for their opinions, for example about the subjects they study. These findings are incorporated into action plans and improvement priorities. Pupils recognise that their voice is both valued and heard.
- The proprietor, together with leaders, have met all the independent school standards.

Governance

- The proprietor is in the process of establishing a governing body to strengthen accountability and school improvement. The proprietor is adamant that governors will have the required skills to ensure that the school excels.
- Currently, the proprietor has oversight of the quality of education that the school provides. He receives regular information from senior leaders and ensures that school improvement plans are implemented. This information is shared with trustees.
- Since the previous inspection, the proprietor and headteacher have overseen improvements to the quality of education in both the Islamic and secular provision. There have been significant improvements in the overall quality of boarding provision and a decrease in the number of unmet national minimum standards for boarding schools.

- The proprietor leads with moral purpose. He is determined that the girls who attend Jamea Al Kauthar will have access to high-quality education that promotes equality of opportunity. He is resolute in his mission to ensure that the girls will achieve the very best and make a positive contribution to modern Britain.
- The proprietor and headteacher have ensured that Jamea Al Kauthar has become an affiliated member of the Boarding School Association. This is just one example of the numerous external links and affiliations that the proprietor and headteacher have forged to strengthen overall provision.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils feel safe and are safe in the school and in the boarding provision. Recently, leaders have introduced a 'fob' system to ensure that pupils' personal safety is enhanced further. The health and safety team ensures that any potential safety or maintenance issues on or around the school site are immediately addressed. Risk assessments are robustly implemented.
- Leaders have highly effective systems to support pupils who may need advice and guidance. Pupils know whom they can talk to if they have any problems. Pupils do not, however, have sufficient experience of how to keep themselves safe in the wider community.
- Staff receive regular safeguarding training and they are aware of the school's procedures for dealing with key issues, for example radicalisation or extremism. The school's safeguarding policy is available on the website. Policies and procedures in relation to safeguarding are up to date.
- Leaders ensure that their systems and procedures for the recruitment of new staff are followed. However, many teachers graduate from the sixth form and become teachers in the school. Leaders do not routinely ensure that at least one reference comes from outside the organisation.
- The arrangements for keeping pupils safe online are effective. Appropriate filtering systems are in place. Pupils are regularly taught about staying safe online and they know what to do if either they or their friends are worried or in danger.

Quality of teaching, learning and assessment

Requires improvement

- Teaching in Islamic studies is stronger than teaching in secular studies. Teachers are more confident in their subject knowledge.
- Teachers' subject knowledge is occasionally not secure in secular subjects in key stage 4. Teachers do not have a sufficiently robust, ongoing development programme to help them to prepare pupils for the new GCSE examinations. As a result, there are gaps in pupils' knowledge, skills and understanding. This is reflected in the school's own information about how well current Year 11 pupils are achieving. Currently, pupils are not fully prepared to excel.

- Teachers do not routinely plan lessons which meet the needs of their pupils, especially the most able. Pupils are not routinely challenged to reach their potential. Taking into account pupils' average and above-average starting points, pupils can and should make more progress in their learning.
- Pupils' books show that over time almost every piece of work that they undertake is correct. Pupils are not challenged to extend their knowledge, skills or understanding with work that makes them think more deeply.
- Teachers undertake formal regular assessments of pupils' achievement across the school. However, some teachers do not use this information to ensure that their teaching maximises pupils' learning and progress. This is especially the case for the most able pupils.
- In line with the school's assessment policy, teachers' feedback helps pupils to improve their spelling, punctuation and grammar. This has been a significant improvement since the previous inspection. Feedback does not, however, consistently enable pupils to improve their subject-specific knowledge by informing them of the next steps in their learning, as the school policy requires.
- Teachers use well their questions in lessons. They expect pupils to participate and offer answers to questions. Teachers use this information to address any misconceptions.
- Teachers set purposeful homework regularly and pupils complete it diligently. Pupils have access to their teachers in the compulsory homework sessions each evening. This helps pupils to improve their attainment.
- Pupils apply themselves well in lessons. They are enthusiastic to learn and want to succeed. The quality of their written work is good. Pupils' overall attitudes to learning are good.
- Pupils work extremely well in groups and on their own. Pupils are respectful of each other's ideas and discuss aspects of their curriculum with maturity.
- There is a range of extra-curricular provision, for example art clubs, sports and a debating club. Pupils value the extra-curricular provision on offer. They particularly enjoy performing for one another in the school's theatre.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Incidents of bullying are uncommon. When they do arise, staff help pupils to resolve issues effectively. Staff and pupils work equally successfully to address any issues of bullying in both the boarding provision and the main school.
- Relationships between staff and pupils are strong. Pupils feel that their teachers are excellent role models for them. Pupils value the work that their teachers do to make them independent in school. This is especially appreciated in the boarding provision. Pupils said that developing life skills, including independence, confidence and resilience, are very important parts of education at Jamea Al Kauthar. However, pupils do not have opportunities to develop the same level of independence out of school.

- Pupils are grateful for leaders' work to promote and improve their mental health. Pupils undertake activities on World Health Awareness Day and they understand how to recognise stress and mental health issues in their peers. Pupils are adamant that to be of good character is to recognise the needs of others.
- Fundamental British values are taught well. Pupils understand the need to show tolerance and respect for people with different beliefs or from different backgrounds. Pupils have opportunities to work with people from different faiths. For example, Year 10 pupils visited Lancaster Cathedral and the school hosts frequent interfaith weeks.
- Pupils are also clear about the importance of equalities. They accept young people, for example, who identify as gay, lesbian or bisexual. In the boarding provision, pupils spoke of leaders' work to help them to live in harmony with one another. Pupils said that they learn to be fair and considerate towards other pupils, which is a crucial life skill.
- Pupils are taught effectively about radicalisation and extremism. Pupils know how to recognise signs that a person may be becoming radicalised. They are clear about the actions that they would take in these circumstances.
- Pupils' spiritual, moral, social and cultural (SMSC) development is good. In particular, their spiritual development is exceptionally strong. During lessons in both the Islamic school and the secular school, pupils have the opportunity to link their learning to their SMSC development. Pupils have a strong theoretical understanding and give examples of how they would behave towards homeless people, for example, and they know right from wrong. Pupils do not, however, have sufficient opportunities to apply their learning to experiences outside the school, for example in the local, national and international community.
- Leaders have revised their policy on careers education, information, advice and guidance. Younger pupils are now given more opportunities to think about their future plans and aspirations. Pupils are positive about this element of their education.

Behaviour

- The behaviour of pupils is good.
- Pupils are delightful, warm and welcoming. They conduct themselves well around school in an orderly manner. Pupils are extremely polite and courteous to each other and to visitors to the school.
- Pupils' behaviour in lessons is good. Pupils show good attitudes to learning. They take pride in their work which is presented to a very high standard. Parents, teachers and pupils confirm that behaviour is good over time.
- Pupils behave well in the boarding provision. Relationships are strong and pupils support each other. Pupils appreciate the rewards that they receive for good behaviour.
- Pupils' attendance is above average. Most pupils are also punctual to school although leaders recognise that this is an area requiring careful monitoring. Leaders do not accept lateness to lessons because it detracts from learning. Pupils recognise and value the very high standards of punctuality that their teachers expect from them.
- Over time there has been occasional misbehaviour that has resulted in temporary and permanent exclusions. This, however, continues to reduce. That said, there are some pupils who remain casual about their punctuality. Leaders do have a very strict behaviour code and pupils appreciate the clear boundaries that they are set.

Outcomes for pupils

Requires improvement

- Pupils enter the school with average or above-average prior attainment. By the end of key stage 4, pupils do not make the progress of which they are capable in mathematics and science. On average, pupils attain one grade less in mathematics and science compared with English.
- Too few pupils achieve the highest grades by the end of Year 11 in mathematics and science. The proportion of pupils who achieve the highest grades is above average in English, religious studies and Urdu.
- The school's own information about the progress of current pupils shows that pupils in Year 11 are not on track to achieve as well as they should. Pupils' work confirms this. Pupils make better progress in key stage 3.
- In key stage 4, pupils are not habitually challenged sufficiently well to reach their potential. Although pupils generally achieve well, they do not make the progress of which they are capable. All too often, pupils' work is fully correct but it has insufficiently challenged them. Teachers do not harness pupils' innate ability to stretch and challenge them to excel.
- Pupils make stronger progress in their Islamic studies. However, their work shows that some most able pupils are also under challenged in relation to their abilities. Pupils do not routinely make links between the skills they study in their Islamic studies and their secular work. For example, pupils do not link grammatical development in Arabic to their understanding of the English or Urdu language. This slows their progress.
- Most pupils are well prepared for the next stages of their education in Islamic studies. However, some pupils are not sufficiently well prepared for the next stages of their secular education because they have not achieved their potential. Equally, those who wish to pursue careers in medicine are occasionally disadvantaged because they do not achieve the best grades.
- Since the previous inspection, leaders' systems to track pupils' achievement across both their secular and Islamic studies have improved. Leaders, however, do not yet pay sufficient attention to the data relating to the achievement of the most able pupils to ensure that this group of pupils reach their potential.
- In 2016, three quarters of pupils attained a good grade in English and mathematics. This was above the national average.
- Pupils' attainment is above average in some secular subjects. Pupils attain particularly well in Urdu, religious studies, English language and literature.
- The school makes effective provision for pupils' development in wider skills, for example reading. This is a key strength of the curriculum. It is also an integral part of the Islamic curriculum where pupils are expected to memorise the Qur'an. Pupils' reading is also developed well in English. Pupils are highly articulate and have a good grasp of vocabulary. Their English, spelling, punctuation and grammar skills are very strong.

Sixth form provision

Requires improvement

- Students do not make the same good progress in some secular academic subjects as they do in vocational subjects or Islamic studies. In 2016, students underperformed significantly in A-level mathematics, religious studies and biology. In vocational subjects and Islamic studies, however, students' progress was good.
- Given their high starting points, the school's own information shows that current students continue to make less progress than they should in some academic subjects, particularly in science and mathematics. Students make stronger progress, however, in Urdu and English.
- The quality of teaching in the sixth form is not yet consistently good. Leaders have struggled to recruit high-quality staff and have had to rely on temporary teachers. This turbulence has had a destabilising effect on learning and progress in some subjects, particularly science and mathematics.
- Leaders regularly meet with students to canvass their views on the quality of sixth form provision. Following this, leaders have taken steps to broaden the curriculum in the sixth form. They have also forged relationships with local colleges to widen their core subject offer. A minority of students, however, still do not have the opportunity to realise their ambitions because the breadth of the courses on offer do not yet fully meet their career aspirations.
- For the majority of students, their programmes of study are adequate. However, for some students, their programmes of study are too generic. They are not personalised sufficiently well to meet their individual needs. Those students who wish to pursue a career in medicine, for example, are disadvantaged by a lack of provision in separate sciences and poor-quality mathematics teaching.
- As part of students' programmes of study, leaders do not routinely exploit the possibilities in the local community for students to engage in work experience, voluntary work or internships. Many students want to become teachers or doctors. However, leaders miss opportunities to place students in local partner schools, colleges, surgeries or hospitals to deepen their experiences. Their experiences are restricted to school-based learning.
- Leaders provide opportunities to develop students' employability skills through their courses and in the boarding provision. Students engage in fundraising projects, charity work and discussions and debates. Leaders do not yet provide students with sufficient opportunity to be immersed in projects outside the school gates.
- Careers education, information, advice and guidance have improved. Leaders provide some opportunities for students to listen to visiting speakers and to hear about the courses that universities have to offer. Leaders do not, however, use the information that they have about students' career aspirations to engage the full range of providers and employers to meet their needs. Leaders recognise that this as an ongoing development.
- The overall leadership and management of the sixth form has improved due to the passion, drive and determination of the headteacher. Leaders are reflective and are determined that students in the sixth form will flourish. Staff are committed to their students.

- Students' attitudes to learning are very positive. Students behave extremely well in lessons and participate enthusiastically in discussions. They are keen to achieve well. Students are proud to be in the sixth form and they attend well.
- Every student who leaves the sixth form progresses to employment, further education or higher education. Retention rates on study programmes are above average.
- Safeguarding arrangements are effective.

Overall experiences and progress of children and young people in the boarding provision

Requires improvement

- Overall, the experiences and progress of pupils in the boarding provision have improved since the previous inspection. However, leaders recognise that there is more to be done to ensure that provision is consistently good.
- Pupils do not yet have sufficient opportunity to access facilities in the local community which are appropriate to their age. While boarders in the sixth form can go into the community with supervision, the same opportunity is not yet routinely extended to younger pupils. This limits their experiences and their personal development.
- Pupils do, however, have a sound knowledge of current affairs and issues facing our society. One group of pupils also spoke passionately about the current drive to improve people's perceptions about mental health issues.
- Leaders ensure that there are positive relationships between pupils and staff in the boarding provision. Pupils are unreservedly positive about the care, guidance and support that boarding staff afford them. Pupils say that they feel that staff listen to them.
- Leaders are open to external support and guidance to assist with ongoing developments. They have, for example, used external support to improve effectively safeguarding policies, practices and procedures.
- Leaders have improved arrangements to promote the health and welfare of pupils since the previous inspection. Leaders have reviewed policies thoroughly and these have been put into practice. Pupils who are sick now receive an appropriate level of care. Leaders have greatly improved the management of medication.
- Leaders have instigated a noteworthy rolling programme of refurbishment. Significant renovation has been undertaken since the previous inspection. Leaders have installed new systems to improve both site and pupils' security, including a new fire prevention system. They have also undertaken a rewire of the building. Leaders continue to improve décor in the boarding provision and new toilet and bathing facilities have been installed.

School details

Unique reference number	131355
Social care unique reference number	SC039275
DfE registration number	888/6034
Inspection number	10034044

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	Other independent school
School category	Independent boarding school
Age range of pupils	11–20
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	381
Number of part-time pupils	0
Number of boarders on roll	381
Proprietor	Al Badr Islamic Trust
Headteacher	Aneesa Soheil
Annual fees (boarders)	£3,000
Telephone number	01524 389898
Website	www.jamea.co.uk
Email address	admin@jamea.co.uk
Date of previous inspection	2–4 June 2015

Information about this school

- Jamea Al Kauthar is a Muslim boarding school for girls. The school is registered for up to 500 girls aged from 11 to 20 years old. Currently there are 381 girls on roll, all of whom reside in the school's boarding provision.
- The school opened in September 1997. It is owned by the Al Badr Islamic Trust.
- Since the previous inspection, there have been significant changes to teaching staff. The school has both a headteacher, who is also the head of the boarding provision, and a head of school.
- The school's mission is to 'aspire to cultivate morality and inspire students to graduate as able, confident citizens and outstanding role models for their communities'.
- Admission to the school is selective, with consideration being given to academic criteria. Pupils are selected by ability based on the key stage 2 test results and internal examinations in mathematics, English and science. Pupils are of average or above average ability on entry.
- The school provides both an Islamic and secular education. Pupils attend Islamic lessons in the morning and secular lessons in the afternoon. There is a compulsory homework session each evening.
- Pupils are taught exclusively by female staff. Many of the teachers are former pupils at the school.
- The school does not make use of any alternative provision.
- The school does not have any pupils who have special educational needs and/or disabilities. No pupil has an education, health or care plan or a statement of special educational needs.
- The school does not receive any pupil premium funding.
- The school received its previous standard inspection on 2–4 June 2015. The boarding provision received a full inspection on 15–17 November 2016.

Information about this inspection

- This inspection was carried out as a standard integrated inspection with one day's notice.
- Inspectors toured the school site and boarding provision accompanied by senior leaders and health and safety staff.
- Inspectors observed teaching and learning across the school, including in the sixth form, and undertook a full scrutiny of pupils' work.
- Inspectors observed pupils' conduct in lessons, during movement around the school, during social time, lunchtime and in the boarding provision.
- Inspectors held meetings with the proprietor, the headteacher and the head of school, subject leaders and a group of teachers. Inspectors also met with staff responsible for the boarding provision and those charged with overseeing health and safety arrangements across the site. In addition, inspectors also met with groups of pupils during the school day and in the boarding provision. They spoke with others during lessons at other times of the school day, including the evening and at mealtimes.
- Inspectors reviewed a range of documentation to confirm compliance with the independent school standards and the minimum standards for boarding provision, and to provide additional inspection evidence. These documents included a wide range of policies, health and safety records, safeguarding information, attendance and admission registers, behaviour and welfare documentation, and a review of the school's website. Inspectors also reviewed the school's self-evaluation document, a range of improvement planning documents, the school's own information about pupils' performance, schemes of work and minutes of meetings.
- Seventy-three responses to Ofsted's online questionnaire, Parent View, were received over the inspection period. Inspectors also took account of 39 responses to Ofsted's staff questionnaire and 238 responses to Ofsted's pupils' survey.

Inspection team

Jonathan Smart, lead inspector	Her Majesty's Inspector
John Nixon	Her Majesty's Inspector
Graham Robinson	Social Care Regulatory Inspector
Sheena Doyle	Her Majesty's Inspector
Chris Scully	Social Care Regulatory Inspector

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Manchester
M1 2WD

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