

Sellincourt Primary School

Sellincourt Road, Tooting, London SW17 9SA

Inspection dates

11–12 July 2017

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

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, leaders have been instrumental in ensuring that pupils now receive a good standard of education.
- Leaders' tenacious focus on standards of teaching and learning, particularly for teachers new to the school, has been excellent. This allows for consistency in standards across the school.
- The interim headteacher provides strong, reflective leadership and the two deputy headteachers provide excellent support. Together, they have been essential to the stability and improvements in the school. However, the effectiveness of middle leadership is still at an early stage of development.
- Governors are ambitious for the school and have a clear understanding of its strengths and weaknesses. They reflect on their own practice well and hold leaders to account.
- The behaviour of pupils is good. They understand the school's values very well. The majority of parents agree that pupils show great respect to their peers and value the broad and balanced curriculum, which supports their development.
- Teachers know their pupils well. There is a consistent, whole-school drive to develop pupils' speaking and listening skills. Teachers ask probing questions and have high expectations.
- Leaders' actions to improve attendance have been successful. Previous rates of poor attendance have improved.
- Pupils with education, health and care plans for hearing impairment receive effective support. They are included fully in lessons and receive expert help.
- Provision for pupils who have special educational needs and/or disabilities has been variable. Owing to past weak leadership, these pupils make limited progress.
- Children in Nursery and the early years receive strong support. They make good progress and receive effective support from adults. Children thrive in a safe and stimulating environment.
- Standards across the school are rising. Pupils make good progress from their starting points and attain typically in line with national averages.

Full report

What does the school need to do to improve further?

- Improve provision for pupils who have special educational needs and/or disabilities so that:
 - referrals to external agencies are made in a timely manner
 - teachers and additional adults have training that is specific to the needs of pupils
 - individual targets are closely matched to the needs of pupils
 - progress of pupils is consistently at least good
- Develop the role of middle leaders so that the monitoring and evaluation of all areas of the school lead to stronger progress and improved outcomes, particularly for disadvantaged, the most able and the most able disadvantaged pupils in reading and writing as well as across the wider curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The interim headteacher and both deputy headteachers have been the key drivers for improving standards of teaching and learning. They have insured that turbulence among staff in the past has not been detrimental to the quality of teaching.
- The leadership team has a very accurate understanding of the quality of teaching and learning. Leaders monitor teaching regularly and provide teachers with clear next steps to help them improve. Teachers who require additional support receive precise support plans. Where required, leaders have not been afraid to challenge weaknesses to ensure that pupils receive better teaching.
- High-quality training has made a major contribution to teachers' knowledge and understanding. Leaders have enabled staff to learn from other professionals within the school and externally. Staff reflect enthusiastically about their training and the positive impact it has had on their teaching.
- Leaders check on the progress pupils are making carefully. They use assessment information well and make appropriate adjustments to support pupils. Middle leaders are enthusiastic and fully committed to driving further improvements. However, they are relatively new to their roles and do not yet take part fully in all aspects of monitoring and evaluation.
- The development of a broad and balanced curriculum has been impressive. Leaders have ensured that pupils receive a range of opportunities to broaden their experiences. For example, specialists in art and music have enabled pupils to progress well in these subjects. Regular swimming lessons in the school's swimming pool provide the opportunity for pupils to develop a love of swimming. Furthermore, pupils have benefited from learning about growing their own vegetables in the 'edible gardens'.
- Pupils speak positively about staff, the wide range of subjects they learn and the way they can be linked. For example, in key stage 2, pupils have opportunities to look at the paintings of Henri Matisse in French lessons to develop their descriptive language in French.
- The spiritual, moral, social and cultural development of pupils is a strength. They have many opportunities to discuss other faiths in religious education (RE). During RE week, pupils were encouraged to discuss derogatory views towards faiths that were different from their own. Pupils have a well-developed moral purpose, particularly in caring for younger pupils. This was evident when a 'playground friend' enthusiastically shared with inspectors how they helped those younger than them. In lessons, pupils show great kindness towards pupils who have hearing impairment and readily help them with their equipment.
- Pupils' understanding of British values develops well. The school values of respect, equality, honesty, responsibility and kindness enhance pupils' awareness. For example, during an assembly in key stage 1, pupils gained a deeper understanding of respect through the story, 'The giraffe who can't dance', helping them to articulate the importance of respecting those who were different from themselves.
- The curriculum enhances pupils' understanding of British values. During a lesson, pupils

demonstrated a high level of maturity in discussing the effects of homophobic bullying and discrimination against footballers. As a result, pupils' understanding of others is strong and these opportunities prepare them well for life in modern Britain.

- Leaders make effective use of additional physical education (PE) and sport funding. Pupils benefit from specialist PE teachers. They ensure that additional sporting events allow pupils to take part in borough-wide competitions. Pupils develop a greater understanding of maintaining healthy lifestyles. Additional targeted opportunities for girls, safer cycle training in key stage 2 and part-funding of local dance classes at the weekend encourage all pupils to take part in a range of activities.
- Leaders make very good use of pupil premium funding and monitor its impact carefully. The progress and attainment of disadvantaged pupils are a high priority. The use of specialist teachers, particularly in mathematics has been very effective. As a result, the proportion of disadvantaged pupils attaining the higher standard has risen significantly.
- Pupils with education, health and care plans for hearing impairment receive excellent support in the Willow Hearing Support Centre. Leaders track the progress of these pupils rigorously. Pupils are fully included in lessons and expert adults encourage pupils to take ownership of their own learning.
- Leadership in supporting pupils who have special educational needs and/or disabilities has been variable. Weak leadership in the past has resulted in referrals not always being made in a timely manner. As a result, pupils do not always receive the appropriate support they need, and in many cases, pupils are over reliant on additional adults, as the work is not matched to their ability. Some parents shared their concerns about not receiving up-to-date information. Leaders have taken swift action but provision for these pupils is inconsistent.
- Parents are supportive of the school. They value highly opportunities in the curriculum to help pupils broaden their experiences. For example, they speak positively of workshops to enhance pupils' music, dance and drama. Parents typically agree that teachers help their children make good progress. One parent commented on the 'general hunger for learning' that teachers had encouraged within her child. Some parents raised concerns about changes in staffing and leadership but still felt that their children received good support.
- The local authority has been effective in providing support. In particular, it has worked closely with the school to develop leaders further. For example, consultants have helped to evaluate safeguarding and procedures to aid pupils who have special educational needs and/or disabilities. A task group supported leaders' understanding of inclusion and enhanced governor skills through specific training.

Governance of the school

- Governors know the school well. They are highly committed to the school and ambitious about driving further improvements. They work closely with the school leadership team and provide a strategic oversight. For example, they have worked alongside leaders successfully to ensure that the previous high turnover of staffing is no longer a major issue.
- Governors take standards of teaching and learning seriously. They meet regularly with

leaders to ensure that teachers are receiving good-quality professional development.

- Governors have made wise use of external consultants in validating the school's effectiveness. In particular, the guidance of a specialist in safeguarding and close links with the local authority have enabled governors to gain an accurate understanding of its strengths and weaknesses.
- Governors hold leaders to account well. They visit the school regularly and check all aspects of the school's work through link governors. For example, they have recognised weaknesses in support for pupils who have special educational needs and/or disabilities. As a result, they are asking probing questions to check whether actions are making a difference. Furthermore, governors carry out joint observations with leaders to gain a broader understanding of the provision for most-able pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- The interim headteacher has ensured that procedures for safeguarding are tight. She works closely with leaders and governors. Record keeping is well organised and all staff are appropriately checked. Leaders' work with external agencies is rigorous. They make referrals in a timely manner and seek extra advice when required.
- Training for staff is up to date and new staff receive appropriate induction. Leaders and governors use external specialists to check on the effectiveness of procedures. The interim head has ensured that leaders have acted upon a recent external safeguarding audit. It found that staff's understanding of transgender awareness was limited. Leaders acted swiftly to ensure that staff received additional training. Furthermore, governors acted quickly to empower a link governor to oversee safeguarding procedures strategically.
- Pupils feel very safe at the school and parents overwhelmingly agree. The curriculum acts as a key tool to safeguard pupils. Personal, social, emotional and health lessons for all pupils allow pupils to discuss safety using a scenario-based approach. As a result, pupils are very articulate in sharing their views on keeping safe. For example, pupils were able to recall confidently what they had learned about the importance of staying safe online. Pupils appreciate the in-house counselling service offered by the school, which allows them to share their feelings in a safe and secure environment.
- Leaders ensure that pupils receive a wide range of opportunities to raise awareness of safety. For example, links with the local police allow pupils to understand how to remain safe during the holidays. A 'young carer's project' raised awareness among pupils and parents, so that identification and support are provided to vulnerable families. In science, pupils learn about the harmfulness of drugs.
- Leaders work closely with parents and use a range of means to engage with them. For example, during 'kindness week', parents attended informal coffee mornings to gain a deeper understanding of mental health. E-safety workshops and assemblies have been a big focus for the school. This has led to many parents now understanding the importance of safety on social media devices.
- Vulnerable pupils in the Hearing Support Centre receive personalised support. Leaders meet on a regular basis to discuss the safety of pupils who have an education, health

and care plans for hearing impairment. These pupils have access to counselling services to share their feelings. Furthermore, leaders carry out regular surveys with pupils to gain a deeper understanding of pupils' self-esteem. The safety and inclusion of these pupils are of paramount importance and leaders are proactive in ensuring that they meet their needs.

Quality of teaching, learning and assessment

Good

- Teachers develop pupils' speaking and listening skills effectively. They encourage pupils to discuss their work and have high expectations of responses. As a result, even the youngest pupils have well-developed skills and are increasingly articulate.
- Pupils are confident and self-assured. Teachers encourage pupils to develop their drama skills well. Pupils demonstrated high levels of confidence in preparing for an end-of-year production. They expressed themselves very well and teachers encouraged them to evaluate areas for improvement. Consequently, pupils shared a deep understanding of the effects of humour, voice projection and stage directions on the audience.
- Teachers check pupils' understanding well. In the best lessons, teachers regularly probe pupils' understanding by encouraging them to explain their answers fully. Work often matches closely to the abilities of pupils. On some occasions, however, the most able pupils' work is not as challenging as it could be. Consequently, these pupils are not always making the progress of which they are capable.
- Teachers question pupils well to extend their learning. For example, teachers ask pupils to clarify their ideas when writing a descriptive piece linked to a novel. As a result, pupils reflect on their choice of vocabulary. In another lesson, pupils were encouraged to identify features of an autobiography. This allows pupils to think for themselves and gain a depth of understanding across a range of genres.
- The teaching of mathematics is a strength of the school. Pupils in key stage 1 use practical equipment to aid their mathematical understanding well. For example, pupils learning about place value were encouraged to use multi-base arithmetic blocks and role play to reinforce their understanding of tens and ones. Teachers use puppets and role play to embed concepts. As a result, pupils make very good progress and are fully engaged in lessons. In key stage 2, teachers introduce investigations and 'challenge tables' to deepen the problem-solving abilities of pupils.
- Teachers provide many opportunities for pupils to write in a range of meaningful contexts. For example, pupils develop their formal writing skills in science when describing experiments. Standards of writing in subjects other than English are consistent and support pupils in making good progress. Leaders have made handwriting a high priority and pupils mostly write in a legible and fluent style.

- Teachers monitor and respond well to pupils' needs. They provide concise feedback to pupils about their learning and are quick to address any misunderstandings. However,

teaching assistants provide variable support. In the strongest lessons, they question pupils and challenge them to work independently. On some occasions, teaching assistants limit the progress of pupils by not allowing them to think for themselves and take risks.

- Specialist support for pupils who have hearing impairment enables very strong progress. Adults use a range of strategies to engage pupils. For example, some adults use sign language to explain work. Pupils are encouraged by adults to work collaboratively with their peers. As a result, these pupils are fully included in school life. Careful modelling and repetition of new words support pupils' language development.
- The teaching of phonics is a strength. Good subject knowledge of teachers enables pupils to make good progress. Teachers check the learning of pupils carefully and quickly clarify misconceptions. A safe and supportive learning environment allows pupils to make good use of displays to build on their vocabulary. Teachers encourage pupils to apply their phonics skills to their writing very well.
- Pupils read confidently and across a wide range of topics. Teachers encourage pupils to use the library facilities and provide them with fiction and non-fiction texts in class. Pupils have a good understanding of novels and enthusiastically summarise their learning from chapters. However, in upper key stage 2, pupils' opportunities to develop deeper inference skills are limited.
- Pupils demonstrate really positive attitudes to learning. This is due to the high expectations and support pupils receive from teachers. This love of learning encourages good collaboration with their peers. For example, in a computing lesson pupils discussed how to programme a moving 'goalie' constructed from linked bricks. They read instructions together and demonstrated very strong resilience in problem solving.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils understand the school's values well and these help them to keep safe. For example, during an assembly on transition to new classes, Year 1 pupils shared the importance of trust to help them cope with any anxieties they had. Older pupils speak confidently about the range of adults available to help them. Many pupils speak unreservedly in favour of the counselling service provided where 'adults always listen'.
- Pupils know how to keep themselves safe and healthy. They have a very good understanding of keeping safe online. Opportunities to grow fruit and vegetables enable pupils to talk confidently about the role these play in a healthy balanced diet. Pupils value the range of extra-curricular activities the school provides, particularly in sports and music.
- Pupils say that bullying is rare and teachers are quick to act if there is inappropriate behaviour. Pupils and parents state that teachers are approachable and concerns are resolved quickly. One pupil told inspectors that if she saw bullying, she would tackle it

herself and tell pupils to 'make the right choice'. A keen sense of helping others, especially towards younger pupils, enables the school to be a nurturing environment.

- Leaders have tackled past low attendance successfully. Pupils' attendance is broadly in line with national averages. Leaders have worked closely with the local authority to track pupils with low attendance and put in place appropriate actions. For example, the school nurse works closely with families where health issues result in poor attendance. Leaders monitor pupils with low attendance regularly and follow up with parents in a timely manner. As a result, previous poor attendance of pupils who have special educational needs and/or disabilities has improved.

Behaviour

- The behaviour of pupils is good.
- Teachers promote high standards of behaviour across the school. Pupils listen attentively in class and show respect to adults and their peers. Teachers' continued focus on collaboration in lessons has a very positive influence on pupils' interaction with each other.
- Pupils move around the school in an orderly way. Teachers have high expectations, and pupils respond by being ready for their learning after lunch without any time wasted. Playground monitors support good lining up by encouraging younger pupils with praise.
- Break- and lunchtimes are well supervised. Pupils play together harmoniously at lunchtime when they have more opportunities to use equipment. Staff are vigilant and interact positively with pupils. At breaktime, pupils have fewer opportunities to use equipment. As a result, in a minority of cases some pupils behave inappropriately. Pupils who spoke with inspectors shared concerns that during breaktimes, they did not have the same opportunities to use equipment.
- Pupils with behaviour plans receive appropriate support. Adults ensure that they are included within lessons as much as possible. They use good questioning and reminder prompts on positive behaviour. As a result, these pupils integrate seamlessly into lessons.
- Pupils are proud of their school and highly appreciate the support teachers give to them. One child shared with inspectors, 'there is always an adult who will listen to you'. They speak with visitors excitedly about their opportunities and are polite and courteous. Even the youngest children readily open doors for adults.

Outcomes for pupils

Good

- In 2016, pupils' achievement at key stage 1 was below the national average in reading and writing, particularly at the higher standards. Leaders have ensured that high-

quality teaching in key stage 1 has resulted in significantly better outcomes. Recent performance information suggests that the proportion of pupils working at the expected and higher standards has risen significantly. The proportion of pupils achieving both national and higher standards in mathematics is likely to rise to well above what is achieved nationally.

- In 2016, pupils' attainment at the end of Year 6 was broadly in line with national standards in reading and mathematics. Pupils' progress from their starting points in mathematics was strong.
- Attainment in mathematics remains high. In 2017, the proportion of pupils attaining the expected standards is likely to improve further and be well above the national average. Pupils achieving the higher standards in reading, writing and mathematics is likely to remain broadly in line with national averages. This represents strong progress from their starting points.
- Leaders responded quickly to low attainment in writing and ensured that the development of writing was a high priority in their improvement plan. The most recent performance information indicates that the proportion of pupils attaining the national standard has risen significantly and is likely to be above national averages. The proportion of pupils attaining the higher standards in writing is likely to remain broadly similar to that seen nationally. Assessment information suggests that this will demonstrate strong progress from pupils' starting points.
- In 2016, the proportion of pupils who reached the expected standard in the phonics screening check was broadly in line with the national average. This is likely to remain similar in 2017. The proportion of pupils who pass the Year 2 re-takes of the phonics check is high.
- In 2016, the proportion of disadvantaged pupils attaining the expected standards in comparison with their peers nationally was low. Very few of these pupils attained the higher standard. Recent performance information suggests that the proportion of disadvantaged pupils now attaining the expected standard at key stages 1 and 2 has risen significantly. Overall, pupils achieving the higher standard at the end of key stage 1 has substantially risen to be in line with that of their peers nationally. However, the proportion of disadvantaged pupils achieving the higher standard at the end of key stage 2 is still very low.
- Disadvantaged pupils progress as well as their peers across the school. Leaders' actions, particularly through targeted group support in Year 2, has been highly effective. For example, the use of a mathematics specialist in key stage 1 has significantly raised the attainment of disadvantaged pupils.
- Most-able pupils progress well in the school. Through significant improvements in teaching and learning, these pupils now achieve adequately. However, most-able pupils' work does not always challenge them as much as is possible. Some pupils told inspectors that their work was too easy. As a result, pupils' attainment at the higher standard is not as high as it could be, particularly in reading.
- Pupils who have education, health and care plans, particularly for hearing impairment, progress very well. Specialist adults challenge pupils through very effective questioning. As a result, most of these pupils typically make good and sometimes accelerated progress.

- In 2016, the progress of pupils who have special educational needs and/or disabilities was very low. Recent assessment information suggests that this is still too low. Historical lack of early identification and targets not typically matched to their needs have resulted in attainment at the expected standard being well below the national average.
- Pupils progress well across other subjects. They have developed a good understanding of scientific enquiry and artistic techniques. Pupils speak with confidence, and the progress they make in developing their speaking and listening skills is very strong.

Early years provision

Good

- The early years is a stimulating and caring environment where most children progress well. Children typically enter the early years below the expected standards and leave working mostly at the national average. This represents good progress. However, weaker teaching in the past has meant that some children have not achieved as much as they should, particularly at the higher standards.
- Leadership and management of the early years are strong. The deputy headteacher has ensured that standards of teaching remain high. She has not been reluctant to tackle weak teaching. Through coaching and careful monitoring, she has enabled standards of teaching to be consistently good.
- Adults interact in a warm and caring manner, developing children's speaking and listening skills very well. Children's safety is paramount. Highly vigilant staff enable children to be nurtured and supported in a welcoming environment.
- Adults have very high expectations and know their children well. They plan carefully for children and match work well to their abilities. Questioning of children by adults to develop early communication and language is a strength. As a result, children are articulate and engage well with their peers and adults. Disadvantaged children's progress is checked carefully. Additional support provided to these children enables them to achieve as well as their peers.
- Children who have special educational needs and/or disabilities receive very good support. For example, a child with speech and language needs was encouraged to speak clearly by all adults. They modelled the correct use of language, which enabled him to make visible progress.
- The consistent use of indoor and outdoor learning spaces effectively aids children's personal development. Children learn confidently outdoors and use the well-resourced areas with great care. They choose activities sensibly and staff encourage them to make positive choices through subtle prompts. Children tidy up areas of learning with little prompting and have well-established routines.
- Children have opportunities to develop early mathematical skills very well. Teachers provide children with opportunities to develop their early calculation skills with a range of practical resources. For example, children used beanbags to add pairs of numbers while others were fully engrossed using an 'addition machine'. Staff question children diligently and challenge them to say complete number sentences. As a result, children

new to English develop new vocabulary extremely well.

- Phonics is a strength of the Nursery and early years. Teachers' strong subject knowledge enables them to develop pupils' understanding well. Children use vocabulary such as 'trigraph' accurately during their learning, demonstrating good progress.
- Teachers encourage children to use phonics in their writing and also while singing songs with instruments. In Nursery, children gain a good understanding of initial phonics. The most able children are able to use words composed of consonant, vowel and consonant, can recognise common words and are beginning to apply these to their writing. Children engage extremely well with sand and water activities. For example, children were captivated by a task to find initial rhyming words hidden in the sand.
- Effective use of resources and the environment contributes to children's strong personal development. For example, children are able to challenge themselves safely while climbing and using bikes. Children develop a strong understanding of the wider world by observing the pond area carefully to find creatures.
- Children are polite and friendly and have a sense of purpose in their learning. They take turns and know how to keep themselves and others safe. Children use role play areas such as those with jewellery, textiles and materials sensibly.
- The curriculum is well developed. Teachers provide children with many opportunities to apply their early literacy skills. For example, a child was inspired by the topic of 'pirates' and wrote a letter independently. He used taught vocabulary very well and applied his strong use of phonics to write legibly with finger spaces. Children's attitudes and learning demonstrate that they are well prepared for Year 1.
- Many children enter Nursery with skills, knowledge and understanding that are well below those that are typical for their age. Through strong teaching, children make good progress. Teachers ensure robust transitional arrangements for parents and children to allow for a smooth transition into the early years. Partnership with parents is maintained through regular communication.

School details

Unique reference number	101019
Local authority	Wandsworth
Inspection number	10026655

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Brendan Boxall
Headteacher	Julie Hillman
Telephone number	0208 672 6796
Website	www.sellincourt.wandsworth.sch.uk
Email address	info@sellincourt.wandsworth.sch.uk
Date of previous inspection	2 July 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Sellincourt Primary School is larger than the average-sized primary school.
- The interim headteacher took up her post in May 2017. The school has two substantive deputy headteachers.
- The proportion of disadvantaged pupils eligible for additional funding through the pupil premium is higher than average.
- Most pupils come from minority ethnic heritages and this proportion is much higher than average.
- The proportion of pupils who speak English as an additional language is much higher than average.
- The proportion of pupils who have special educational needs and/or disabilities is

higher than average.

- The school has an on-site specialist Hearing Support Centre, called the Willow Centre. It provides support to 15 pupils who all have an education, health and care plan. Many of these pupils receive support in class.
- A Nursery operates part time for some children and full time for others.
- Children in Reception attend all day.

Information about this inspection

- Inspectors observed learning in all classrooms, including a number of short visits. Many of these were joint observations with senior leaders.
- Meetings were held with the interim headteacher, members of the senior leadership team, middle leaders and staff.
- The lead inspector held meetings with members of the local governing body and a representative from the local authority.
- Inspectors spoke with pupils and observed pupils' behaviour at breaktime, lunchtime and around the school.
- Inspectors listened to pupils read and scrutinised pupils' books. Pupils met with inspectors to discuss the school's curriculum and share their views about learning and safety.
- Documents provided by the school were scrutinised. These included attendance records, safeguarding documents, external reports about the school, assessment information, reports of how the school uses additional funding, minutes of meetings and any monitoring and evaluation the school has carried out.
- Inspectors took account of the 38 responses to Ofsted's online survey, Parent View, and 27 free-text responses from parents. Survey responses by 31 staff were also considered.

Inspection team

Noeman Anwar, lead inspector	Her Majesty's Inspector
Kanwaljit Singh	Ofsted Inspector
Julie Davey	Ofsted Inspector

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