

# Tameside Primary School

Price Road, Wednesbury, West Midlands WS10 0EZ

## Inspection dates

11–12 July 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>Inadequate</b> |
| Overall effectiveness at previous inspection | Good              |

## Summary of key findings for parents and pupils

### This is an inadequate school

- Outcomes for all groups of pupils throughout the school are not high enough. Pupils are not accessing a curriculum that is appropriate for their age in reading, writing and mathematics.
- Most pupils are not eager learners. They are bored in lessons. Their attitudes and personal development are weak. Pupils who have special educational needs and/or disabilities are over reliant on support staff in lessons.
- Leaders, governors and managers have been too slow in dealing with known weaknesses and in acting on the recent good advice of both the local authority and a national leader of education.
- Most teachers' expectations of pupils are not high enough because of a weak understanding of the raised expectations of the national curriculum.
- Leadership has not united staff to become a cohesive team.
- There has been no sustained, strategic approach to raising standards.
- Funds for disadvantaged pupils and those who have special educational needs and/or disabilities are not used effectively enough.
- Leaders in key positions are ineffective at raising standards because until recently there have been no strategic plans in place to guide their actions.
- Curriculum planning is weak and prevents the progressive development of pupils' skills and knowledge in all subjects.
- Teachers do not check pupils' learning nor cater for different ability groups because of inaccurate assessment systems.
- Support staff are not effectively deployed and do not expect enough of the pupils they work with.
- Communication is weak across the school. The staff have not been informed enough about curriculum developments and changes.
- Leaders have been unable to develop positive engagement with parents, many of whom have negative views of the school.
- In the early years, children do not acquire basic skills fast enough and so they are not prepared for work in Year 1.
- Pupils' attendance is below average and fixed-term exclusions are high.
- Safeguarding is not effective because some staff do not follow the robust systems set up by the leader of the safeguarding team.

### The school has the following strengths

- The acting headteacher has very recently implemented systems to raise standards.
- Pupils in Year 6 make secure progress because teachers push them to work hard.

## 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?

- Improve the quality of teaching, learning and assessment, especially in reading, writing and mathematics by ensuring that teachers:
  - improve their knowledge of subjects so they can set learning targets for pupils that are linked to the age-related expectations of the curriculum
  - use information from assessments to plan tasks that meet the needs of all pupils
  - raise their expectations of what pupils can achieve but especially the most able pupils, disadvantaged pupils and those who have special educational needs and/or disabilities
  - insist that pupils work to the best of their ability, including presenting their work neatly
  - improve the teaching of phonics so that pupils' reading, spelling and writing skills improve more rapidly
  - check on pupils' learning in lessons by asking them to explain their thinking, especially in mathematics
  - provide more opportunities for pupils to read, write at length and use their mathematical knowledge in other subjects
  - learn through observation of the qualities of good teaching which are evident in Year 6
  - effectively support pupils who have special educational needs and/or disabilities including by the efficient deployment of support staff
  - help pupils to not be over-dependent on support staff
  - take steps to improve pupils' behaviour in lessons.
- Improve leadership, management and governance by:
  - ensuring that safeguarding systems are checked effectively and all records of incidents are accurately recorded
  - acting on the recommendations of the local authority and the national leader of education
  - implementing the school development plan so that leaders can gauge the impact of their actions on improving pupils' achievement and teachers' performance
  - developing a suitable leadership structure to support rapid school improvement
  - strengthening the management and oversight of special educational needs provision to ensure that more is expected of these pupils academically and to improve their

attendance

- improving communication between the special educational needs coordinator, the school's safeguarding team and parents
  - providing a curriculum that includes opportunities for pupils to develop their understanding of British values
  - ensuring that governors hold leaders to account for following pertinent recommendations to improve the school
  - improving relationships with parents and restoring their faith in the school
  - improving the effectiveness and consistency of playground supervision to reduce the number of incidents of unacceptable behaviour
  - developing the website so that it is compliant with statutory requirements.
- Improve early years provision by ensuring that teachers plan activities that develop and improve children's skills, and making sure that adults have higher expectations of what the children can achieve to prepare them for the next stage of their education in Year 1.
  - An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
  - An external evaluation of the pupil premium spending should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership and management are inadequate because of a legacy of ineffective checks on teaching, insufficient direction given to staff on implementing the national curriculum of 2014 and a persistent failure to hold staff to account for pupils' low standards.
- Leaders have not been effective in addressing the many weaknesses in the school, especially the underachievement of all groups of pupils in the acquisition of basic skills of reading, writing and mathematics. Governors expressed concerns about the school and asked for support from the local authority. The local authority's support is focusing, rightly, on improving pupils' outcomes, but has only recently been put in place so its impact is not yet evident.
- Leadership of teaching, learning and assessment has been weak. Although training has been given to staff, the headteacher did not ensure its successful implementation because the monitoring of teaching and learning was weak.
- The local authority evaluated the school as being 'high risk' and recommended strategies to arrest underachievement, improve provision for special educational needs and/or disabilities and improve teaching, learning and assessment. Leaders did not fully act on these recommendations and plans were considered to serve the governors with a pre-warning notice from the local authority.
- At the time of the inspection, the deputy headteacher had been in post as acting headteacher for six days. During this brief period, much had been done to identify important areas for improvement that had been previously left unattended.
- The acting headteacher prepared appropriate action plans to move the school forward and as a result the local authority's warning notice was not issued. The governors enlisted the support of a national leader of education whose staff delivered training on guided reading and questioning. As yet, there has been no effective monitoring or evaluation of the impact of this work.
- Leaders have very recently implemented changes to the way teaching and learning are monitored. The acting headteacher has started to focus on addressing pupils' underachievement by further devising changes to the monitoring cycle for the autumn term. It is still too early for the impact of this work to be seen. Not all teachers are fully united in the belief that pupils' achievement can be raised and a culture of low expectations still needs to be addressed. Equally, not all staff are engaging with the drive to improve teaching and accelerate progress, but a good lead has been given by staff in Year 6, who set high expectations for their pupils.
- Most teachers' knowledge of the subject requirements of the national curriculum is inadequate. They cannot assess pupils' progress accurately other than some elements of assessment in Years 2 and 6. For too long leaders and staff have not been held to account for the progress of different groups of pupils.
- Meetings between leaders and staff to check pupils' progress have not yet successfully raised standards by the end of Year 6 and throughout the school. They do not happen frequently enough. As a result, pupils are left to drift.

- The acting headteacher has recognised that many parents have lost faith in the school and in the past parents felt that their concerns about behaviour and weaknesses in teaching have been ignored. There is a positive drive to win back parents' support and improve honest and frequent communication. Parents told inspectors that there has been recent improvement.
- The leadership and management of provision for pupils who have special educational needs and/or disabilities are inadequate. The assessment and identification of pupils' additional needs are weak. There is confusion between identifying pupils who have additional learning needs and those who need to catch up because of previously weak teaching. This lack of educational direction has resulted in these pupils making inadequate progress in relation to their starting points.
- The school should not appoint newly qualified teachers because behaviour is inadequate in the school, and the school does not have the capacity to support new teachers.
- The curriculum is not organised in a clear and systematic manner. Some subjects are not taught in line with national curriculum requirements. The knowledge and skills within some subjects are not clearly identified. Leaders and staff do not plan enough activities for pupils to improve their spiritual, moral, social and cultural development or to learn about fundamental British values. Pupils learn about responsibility and democracy in assemblies but there is a lack of a whole-school approach to promoting tolerance and good behaviour. There are, for example, too many incidents recorded in the school's behaviour log of confrontational outbursts and a rising number of exclusions.
- Pupils' knowledge of other faiths and life in multicultural Britain is limited. As a result of the poor academic progress of pupils and the limitations of the curriculum, pupils are not prepared well enough for next stages of their education, or for life in modern Britain.
- The best examples of curriculum planning are seen in Year 6 where teachers plan well together and ensure that pupils of different prior attainment in both classes have the same learning experiences. The lack of rigorous schemes of work in other year groups results in teachers planning tasks that are not sufficiently challenging and do not reflect age-related expectations. As a result, there are significant gaps in pupils' knowledge and skills in all subjects, and especially in reading, writing and mathematics.
- Pupils enjoy participating in clubs and the two residential visits which take place at Edgmond Hall and Ingestre Hall. These activities have a positive impact on pupils' social development. Additional funds for disadvantaged pupils and other grants are not managed effectively and are not having sufficient impact on the progress of these pupils. The special educational needs coordinator does not know how the funding for these pupils is spent.

## **Governance of the school**

- The governors have not held the school's leaders to account for the decline in the school's standards over a sustained period of time.
- Over time governors were unable to access reliable information relating to pupil premium, sport funding and special educational needs funding. The school did not

make best use of additional monies. Most of the funds were spent on staff who were not given sufficient guidance on how to overcome pupils' barriers to learning.

- Governors' minutes show that while governors now know the amount received for pupil premium and sports funding, they are unable to account for the effectiveness of this spending on the achievement of different groups of pupils. This is because information that governors have asked for has not been provided quickly enough. Governors have not held the headteacher to account for implementing recommendations suggested by the local authority and the brokered support from a national leader of education.
- Although governors set targets for the headteacher's appraisal there has been a failure to monitor pupils' outcomes systematically.
- Governors are aware that there are omissions on the school's website which, at present, does not meet the statutory requirements. The current acting headteacher is in the process of addressing this.

## **Safeguarding**

- The arrangements for safeguarding are ineffective. All training of staff on safeguarding is up to date but the culture of safeguarding is weak.
- The leader of the safeguarding team has introduced systems for safeguarding but they are applied inconsistently. The organisation of information is not efficient or effective. There is weak communication between the leader of the safeguarding team and other staff. The headteacher has not made sure that systems for passing safeguarding information between the special educational needs coordinator and the leader of the safeguarding team are consistently effective.
- The school has implemented many systems to keep pupils safe but inadequate supervision at breaktimes in the playground puts pupils at risk of harm. Parents are concerned, and rightly, that pupils are not safe because the playground is not supervised adequately. Many incidents of pupils bumping into one another and hurting themselves are recorded. Pupils confirmed that playground accidents were common and one was witnessed during the inspection.
- The single central record and school's employment checks and vetting arrangements are comprehensive and complete. All staff and governors are fully checked and are able to work safely with children. This applies to parent helpers as well as teaching staff.
- Some pupils are unaware of how to stay safe online in spite of the work and training they have received.
- There are weaknesses in the way in which support staff keep notes of incidents pertaining to the behaviour of pupils. These are too subjective, colloquial and do not follow the systems set up by the leader of the safeguarding team.
- Pupils' absence is followed up closely but leaders have not been effective in making sure that pupils attend regularly, particularly those who have special educational needs and/or disabilities.
- The school environment is used effectively to promote and raise awareness of safeguarding. There are posters signposting parents to organisations where they might seek help for their children, especially if they are concerned about mental health and

well-being.

- Pupils say that they feel safe and there is always help at hand if they need it. They trust staff will act on any of their worries, especially the safeguarding lead. They say that the new acting headteacher is very fair and always sorts things out. However, they do not feel safe when some pupils are rude to staff and do not behave well in the playground.

### **Quality of teaching, learning and assessment**

### **Inadequate**

- Pupils are not reaching the standards of which they are capable because of weak teaching and a curriculum that is not structured well enough to meet pupils' needs. Assessments of pupils' progress are unreliable and there is poor oversight of the quality of teaching and learning. The new acting headteacher, in her role as assessment lead, has continually reviewed guidance given to staff, but it is too early to assess the impact of the most recent guidance given.
- With the exception of Year 6, teachers do not have sufficiently high expectations of their pupils. Pupils do not work hard enough because they are not supported to produce high-quality work across the curriculum. As a result, all groups of pupils make insufficient progress in relation to their starting points.
- There are weaknesses in the teaching of reading, writing and mathematics. Pupils have a limited vocabulary because they do not read enough and not all staff teach pupils how to make inferences from the texts that they read. Teachers do not spend enough time helping pupils to understand how different styles, genres and authors influence different styles of writing. This results in pupils' writing being dull and lacking in the use of adventurous vocabulary.
- Teaching is not effectively reinforcing attempts to improve handwriting and spelling. On occasions, teachers' spelling is incorrect. Pupils' handwriting lacks fluency and control because chances to focus on these skills are missed in the early years. In Year 1, teachers make good attempts to teach pupils a cursive script but this is not followed up across the school.
- Too many worksheets are used in writing lessons that do not provide opportunities for pupils to write independently and at length. Too often pupils make slow progress because time is lost repeating what they already know. For example, in Years 1 and 2, pupils were learning about bossy words when writing instructions. Pupils' work in books shows that this work had already been repeated several times during the year.
- The teaching of phonics is not consistent across the school. Pupils do not have a secure understanding of phonics to help them make enough progress in reading. Pupils can identify individual letter sounds but in Year 2, those pupils who did not pass the phonics screening check struggle to put the individual sounds together to read unfamiliar words.
- Basic grammar and punctuation are not taught in sufficient depth and errors are not routinely explored with pupils. Pupils make mistakes such as subject and verb agreements and struggle writing correct tenses; for example, some pupils wrote 'we was' instead of 'we were' in English books.
- In mathematics, pupils are not learning number bonds and basic number facts well

enough for them to recall quickly. They do not have enough opportunities in lessons to explain their mathematical thinking. As a result, teachers do not help to resolve misconceptions or help pupils understand how to correct mistakes.

- Teaching assistants are not effectively deployed and as a result do not make an effective contribution to pupils' learning. Pupils with low prior attainment and those who have special educational needs and/or disabilities are too reliant on these staff's support.
- Not all of the support staff are clear as to the purpose of interventions that they are delivering to those pupils needing to catch up. The staff do not always have the subject knowledge to help these pupils make faster progress. Too often, adults do too much for pupils, which limits the development of their independent skills and creates a culture of dependency.
- The teaching of the wider curriculum lacks consistency. For example, curriculum plans in geography are not well developed and those in history and science have only recently been completed.
- The teaching of pupils who have special educational needs and/or disabilities is weak because not enough is expected of them. Their targets are not reviewed well enough, interventions are not well thought out and teaching assistants are not clear as to what the end outcome of learning will be. Parents are not being informed regularly enough about their children's progress.
- Few disadvantaged pupils reach higher than age-related standards or work in greater depth and they are not provided with enough work or interventions to help them make enough progress.
- Teachers' use of assessment is weak. Teachers do not plan effectively to meet the needs of all groups of pupils because they are unaware of pupils' prior attainment or starting points.
- There is good practice in Year 6 where teachers, in spite of the lack of guidance, have taken matters into their own hands to implement an ethic of hard work that is helping pupils to catch up on previously lost ground. However, the legacy of pupils' underachievement has prevented all groups from achieving well enough over time.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- The planned curriculum does not provide enough opportunities that promote pupils' spiritual, moral, social and cultural development and this restricts their personal development.
- Pupils are polite and happy in lessons and around the school. In class, they have jobs such as monitors but they have limited opportunities to develop their skills across the school except as school councillors.
- Pupils enjoy positive relationships with adults and support is in place for pupils who have social and emotional difficulties. However, these pupils sometimes have to be



coaxed into lessons because they find learning difficult. Some pupils have not had sufficient opportunities to develop resilience so they often give up when learning gets hard.

- Pupils know the different types of bullying and say that should it occur they know who to go to for help and advice. They say that sometimes there is name calling, most of which happens at lunchtime and playtimes.
- Pupils learn about values in assemblies and these incorporate British values but there is no planned approach to teaching them through the formal curriculum. This has a negative impact on pupils' personal development and welfare.

## **Behaviour**

- The behaviour of pupils is inadequate.
- Since the previous report of 2013 where behaviour was evaluated as good it has deteriorated. The school's behaviour management systems have not been used consistently and pupils are unsure of both sanctions and rewards.
- Some pupils are disrespectful towards staff and this sets a poor example to other pupils. The acting headteacher has taken very firm and decisive action to amend previously used behaviour systems. Pupils and staff are now aware that they all have to consistently follow the school's policy.
- Pupils move around the school in an orderly manner but their behaviour in lessons is variable. Where behaviour deteriorates, pupils quickly become off task and the level of inattention grows. In many classes, pupils are bored and have poor attitudes to learning because the tasks that they are set are too easy. Pupils lack pride in their work and their presentation of work in books is untidy. In lessons, too many pupils quickly lose attention and some do not follow their teachers' instructions.
- The attendance of disadvantaged pupils and those who have special educational needs and/or disabilities is below the national average. Funds supporting pupil premium are not used effectively to improve attendance. Leaders have not been successful in addressing persistent absenteeism.
- Parents have lost faith in the school because when they complain about the behaviour of pupils they do not get sufficient assurances that this is being dealt with by the school's leaders.

### **Outcomes for pupils**

### **Inadequate**

- Outcomes for all groups of pupils have been well below those seen nationally over the last three years and beyond. This is still the case with pupils currently at the school. The progress of all groups of pupils is inadequate as pupils are not learning at a fast enough rate and are not prepared well enough for their next stages of education.
- In 2016, national test results showed that standards were well below the national average for all groups of pupils and outcomes in 2017 continue to be low. The most able pupils, pupils who need to catch up, disadvantaged pupils, the most able disadvantaged and those who have special educational needs and/or disabilities are

not making sufficient progress in relation to their starting points.

- Currently, pupils' work shows that they are not making sufficient progress in relation to their starting points in reading, writing and mathematics. This year, while there has been a slight improvement on last year's performance in the proportion of pupils passing the phonics screening check in key stage 1, pupils are not able to tackle unfamiliar words when reading independently.
- Pupils' outcomes in English, grammar, punctuation and spelling were very low in the national tests of 2016 and 2017. Writing in pupils' exercise books demonstrates that there are weaknesses in spelling, punctuation, correct use of tense and verb–subject agreement. Pupils do not use a broad enough range of vocabulary.
- In mathematics, pupils have weak recall skills and struggle with justifying why they have taken a particular approach when problem solving. Pupils struggle with finding the vocabulary to justify their answers and give up easily when work is demanding. Lower-attaining pupils in Year 5 are working on Year 2 expectations because of the many gaps that they have in their learning.
- Weaknesses in teachers' assessment means that in-school information is not wholly reliable, particularly for pupils at the end of key stage 1. However, work in pupils' books confirmed that standards at the end of key stage 1 are weak overall which broadly matches the school's information. Inspectors did not identify that pupils were reaching the higher standard or learning in greater depth in reading or writing.

### **Early years provision**

### **Inadequate**

- The leadership and management of children in the early years are weak because expectations of what these children can do are too low. Too few children reach a good level of development by the end of the Reception Year. The teaching of basic skills is inadequate and children are not prepared well enough to cope with the curriculum in Year 1.
- Children have weak concentration skills and do not know how to form letters and numbers correctly and are not ready for their next stage in learning. Children do not get enough opportunities to develop fully their early language and mathematical skills so are not ready for work in key stage 1.
- Early years teaching is inadequate because not enough is expected of the children and teachers' assessment of pupils' skill is weak. Teachers do not provide children with appropriate learning activities to develop their skills across the early years curriculum. Children are left too long without adult intervention to enable them to improve their speaking and listening skills. Resources, especially those outside, are tired, well-worn and not enticing enough to interest or engage children in their learning.
- Higher-attaining children are not stretched and play-based activities are not underpinned by rigorous learning intentions that meet the needs of children with different starting points. Children are not sufficiently challenged by adults in their learning to develop their thinking further.
- The progress of different groups is not tracked rigorously enough and next steps for learning are not sufficiently clear. As a result, the work prepared by adults for the children is not matched well enough to children's needs and abilities.

- Staff work well with the speech and language team and those pupils who have difficulties are given appropriate advice to follow. However, adults do not plan enough exciting language opportunities and do not model high-quality speech and language for the children to experience.
- Children who have special educational needs and/or disabilities do not make enough progress because they are over reliant on support staff to help them. This limits their independence.
- There is very little information available as to how the additional funding designed to support disadvantaged pupils is used.
- The teaching of phonics is variable but is inadequate overall. Expectations of what these children can do are too low and the pace of learning is too slow. For example, in the Nursery one of the higher-attaining children quickly made reference to the fact that the letter x is the first letter of x-ray. The opportunity to move learning further and capitalise on the connection made was not taken. Tasks are identified in planning but not enough reference is made to the skills that different groups of children will learn.
- During the inspection, parents attended induction workshops to gain an idea of what their children will be learning in the new academic year. The early years coordinator is making headway in ensuring that parents are aware of what their child will learn. Transition arrangements are well managed with children being acquainted with their new classroom and teachers, but children are entering Year 1 not equipped for learning the national curriculum.
- Safeguarding in early years is effective. Children have good relationships with adults and feel safe with them because staff are attentive to their pastoral needs.
- Children generally play well together but do not pay attention when work becomes too easy and does not challenge them.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 131735   |
| Local authority         | Sandwell |
| Inspection number       | 10032742 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

|                                     |  |
|-------------------------------------|--|
| 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 | 642  |
| Appropriate authority               | The governing board  |
| Chair                               | Mark Bates   |
| Headteacher                         | Maxine Deakin  |
| Telephone number                    | 01215 560340   |
| Website                             | <a href="http://www.tameside.sandwell.sch.uk">www.tameside.sandwell.sch.uk</a>                 |
| Email address                       | <a href="mailto:headteacher@tameside.sandwell.sch.uk">headteacher@tameside.sandwell.sch.uk</a> |
| Date of previous inspection         | 14–15 February 2013  |

## Information about this school

- The school does not meet requirements on the publication of information about additional spending for pupil premium, sports funding and the school's accessibility plan on its website.
- The school is larger than most primary schools.
- The proportion of pupils supported by the pupil premium funding is above the national average.
- The proportion of pupils who speak English as an additional language is lower than the national average.
- The proportion of pupils who have special educational needs and/or disabilities and require additional support is above average. The proportion of pupils who have special educational needs and/or disabilities and have a statement of special educational needs or education, health and care plans is below average.

- The school does not meet the current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of key stage 2.

## Information about this inspection

- Inspectors met with the acting headteacher and the local authority adviser on the first day of the inspection to review the school's self-evaluation document.
- The inspection converted to a full section 5 inspection so that inspectors could gather further evidence about the school's overall effectiveness.
- An inspector reviewed the school's single central record and other safeguarding information including child protection files, teachers' files, risk assessments, records of training and some case studies.
- Inspectors observed lessons and parts of lessons, including learning walks across each year group with the acting headteacher and local authority adviser. Inspectors looked at a range of school documents related to curriculum planning and assessment information. Inspectors carried out a scrutiny of work in pupils' books alongside the school's subject leaders.
- Inspectors spoke to pupils throughout the inspection and met with a group of pupils from key stages 1 and 2 in a separate meeting to talk about behaviour, British values, learning in lessons and aspects of safeguarding.
- Inspectors heard pupils read from Year 2 and Year 6.
- A meeting was held with governors and the local authority adviser.
- Inspectors met with a large number of parents during the inspection and took account of 29 responses from the online survey, Parent View, and 14 text messages sent to Ofsted's regional office.
- There were no responses from pupils or staff to the online surveys.

## Inspection team

|   |                  |
|---|------------------|
| Bogusia Matusiak-Varley, lead inspector | Ofsted Inspector |
| Khalid Din                              | Ofsted Inspector |
| Kim Ellis                               | Ofsted Inspector |
| Gill Turner                             | Ofsted Inspector |
| Gareth Morgan                           | 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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