

Imam Zakariya Academy

447–451 Romford Road, Forest Gate, London E7 8AB

Inspection dates

4–7 July 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- The school's arrangements for safeguarding are not effective. Inspectors identified situations where pupils' welfare, health and safety are placed at risk.
- Leaders have not taken sufficient account of statutory guidance and advice published by the Department for Education to ensure that the school's policies and practices in relation to pupils' welfare, health and safety are sufficiently comprehensive and robust.
- The school has not rigorously assessed and reduced risks to ensure pupils' health and safety. When concerns have been identified, leaders have not acted rapidly enough to address them.
- Members of the proprietorial body have not ensured that all the independent school standards are met. They do not have a good understanding of the independent school standards and do not routinely check the school's compliance with each of the standards.
- Some parts of the school premises are in a poor state of repair or do not meet the requirements of the independent school standards – or instance, the provision of toilets and drinking water.
- Systems for leaders and members of the senior management board to monitor, review and improve the school's work are not sufficiently evaluative or robust. There is no formal or strategic plan for school improvement in place.

The school has the following strengths

- Teaching and learning in literacy, numeracy and Islamic studies are strong.
- Pupils' spiritual, moral, social and cultural development is promoted well across both strands of the curriculum.
- Teachers and parents are positive about the school.
- Pupils' behaviour is good. They are respectful, polite and courteous. Pupils attend well and have very positive attitudes to learning.
- Leaders' routine monitoring of the quality of teaching has led to more consistent classroom practice and improvements in pupils' progress.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Revise the school's systems for the management of safeguarding, welfare, health and safety by:
 - conducting all the necessary checks on the suitability of staff and members of the proprietorial body, and recording these on the school's single central register of staff recruitment checks, in line with the latest statutory guidance
 - reviewing all policies and practices relating to safeguarding, health and safety so that they are comprehensive and meet current requirements
 - ensuring that risk assessments and actions to reduce potential risks cover all aspects of school life
 - taking immediate action to ensure the safe use of the premises.
- Improve the effectiveness of leadership and management, including those of the proprietorial body, by:
 - developing leaders' understanding of the requirements of the independent school standards to ensure that these are regularly checked and met in full
 - making use of Department for Education advice, guidance and information to inform day-to-day policy and practice
 - putting in place a robust approach to the monitoring and evaluation of all aspects of school life and provision
 - providing more formal information about all aspects of school life to the school's proprietorial body, known as the senior management board
 - developing a strategic plan for school improvement
 - checking that the different groups of pupils within the school all achieve equally well, particularly looking at the progress of those who are least or most able
 - providing more opportunities for pupils to mix with others from non-Muslim schools to ensure that they are even better prepared for the next steps in their education.
- Improve teaching, learning and assessment to raise pupils' outcomes in all subjects by:
 - developing teachers' skills in planning so that they better meet the needs of individual pupils within their lessons
 - ensuring that pupils can apply their literacy and numeracy skills to complex and extended tasks in English, mathematics and the wider curriculum subjects
 - providing pupils with precise guidance on how to improve and develop their learning, giving them time to reflect and act on the advice teachers provide.

The school must meet the following independent school standards

- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- Ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- Ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- Ensure that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy (paragraph 13).
- Ensure that pupils are properly supervised through the appropriate deployment of school staff (paragraph 14).
- Ensure that the welfare of the pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b)).
- Ensure the suitability of persons appointed as members of staff so that no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act (paragraph 18(2) and 18(2)(a)).
- Ensure that in relation to an individual, not being the Chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register:
 - is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 20(6), 20(6)(a), 20(6)(a)(i) and 20(6)(a)(ii)).
- Ensure that in relation to an individual ('MB'), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register is subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB:
 - where relevant to the individual, an enhanced criminal record check
 - checks confirming MB's identity and MB's right to work in the United Kingdom
 - where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State
 - where an enhanced criminal record check is made, the Chair obtains an enhanced

criminal record certificate relating to the individual; and subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made (paragraph 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii) and 20(6)(c)).

- Ensure a register is maintained which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question in relation to each member of staff appointed on or after 1st May 2007 including a check to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act (paragraph 21(1), 21(3), 21(3)(a), 21(3)(a)(ii)).
- Ensure a register is maintained which shows, in relation to each member ('MB') of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained (paragraph 21(1) and 21(6)).
- Ensure a register is maintained which shows, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007:
 - whether each check referred to in sub-paragraph (6) was made
 - whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained (paragraph 21(7), 21(7)(a) and 21(7)(b)).
- Ensure that:
 - suitable toilet and washing facilities are provided for the sole use of pupils
 - separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time (paragraph 23(1), 23(1)(a) and 23(1)(b)).
- Ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- Ensure that cold water supplies suitable for drinking are clearly marked as such (paragraph 28(1), 28(1)(a) and 28(1)(c)).
- Ensure that the cold water supplies for drinking provided are readily accessible at all times when the premises are in use and they are in a separate area from the toilet facilities (paragraph 28(2), 28(2)(a) and 28(2)(b)).
- Ensure that the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate as follows:
 - where the proprietor is a body of persons, the address and telephone number of its registered or principal office (paragraph 32(1), 32(1)(a), 32(2), 32(2)(b) and 32(2)(b)(ii))
- Ensure that the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the

Secretary of State or an independent inspectorate as follows:

- particulars of the school's academic performance during the preceding school year, including the results of any public examinations;
 - details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and
 - a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act (paragraph 32(1), 32(1)(b), 32(3), 32(3)(e), 32(3)(f) and 32(3)(g)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to the role so that the independent school standards are met consistently and fulfil their responsibilities effectively to actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and the school's proprietorial body, known as the senior management board, have failed to ensure that safeguarding arrangements are effective and that the school meets all of the independent school standards. Unmet standards relate to leaders' failure to ensure the safeguarding, welfare, health and safety of pupils, the suitability of staff, the quality of the premises and adequate provision of information to parents.
- Leaders have not ensured that they have a secure understanding of the current requirements of the independent school standards or made use of advice and guidance, some of which is statutory, provided by the Department for Education. As a result, the school's policies and procedures for pupils' safeguarding, health and fire safety have shortcomings and omissions. Leaders do not robustly follow their policies. For example, they have not undertaken the annual audit of health and safety across the school. Assessment of risks and their mitigation do not adequately cover all aspects of school life.
- Leaders have not acted rapidly enough to address concerns raised by external and expert assessors in relation to fire safety. As a result, pupils' safety is compromised.
- Arrangements for checking some of the adults who come to the school lack rigour. Furthermore, boys do not always have sole access to their toilets, as required by the independent school standards.
- Leaders' planning for improvement lacks effectiveness, partly because the school does not have robust processes in place for monitoring and evaluating its work. Leaders seek the advice of external consultants but they do not ensure that they are clear on the actions they consequently need to take. The school did not provide development plans for any aspect of the school's work to demonstrate leaders' knowledge of the school and how they intend to drive improvement.
- Teaching is well led and managed by the deputy headteacher. She has a secure knowledge of the strengths and areas for development in the quality of teaching and the progress pupils make in the secular subjects. Monitoring of Islamic studies is less secure. Leaders have established a performance management system for teachers that is linked to pupils' progress and to the provision of suitable training and sharing of good practice.
- Leaders systematically collect information on how well pupils are attaining in English and mathematics, and all of the wider secular subjects. However, they are not using this information to consider how well pupils are progressing from their starting points. Evidence from books shows that pupils attain in line with age-related expectations in English and mathematics. However, for some, notably the most able, this does not represent good progress.
- The curriculum is adequately broad and balanced. More time is given to Islamic studies than the secular subjects. The school compensates for this by keeping a close track on what is taught in both strands of the curriculum to ensure sufficient coverage of all the required areas of learning, and pupils' personal, social, health and economic education. The school's curriculum policy provides a suitable overview and pupils experience all the subjects that are listed. However, detail of what is taught is insufficient in the school prospectus and on its website. Boys and girls are taught together within their academic

year groups, with equal access to all subjects and to the daily extra-curricular clubs.

- Leaders view pupils' spiritual, moral, social and cultural development as an essential part of their education and it is at the heart of the school's ethos. They have systematically mapped opportunities for developing each aspect across all subjects and both strands of the curriculum. They ensure that teachers plan and actively develop this on a daily basis in their lessons. Assemblies, special events, visiting speakers and educational visits further enhance this provision.
- Pupils showed a mature understanding of all the protected characteristics and fundamental British values. They are tolerant and supportive of others, regardless of their views, beliefs and lifestyles. Leaders have provided some opportunities for pupils to meet and mix with pupils from non-Muslim schools and have taken action to extend this.
- Staff morale is high. It was clear that staff are highly committed and proud to work at the school. This was further supported by the 13 who responded to Ofsted's questionnaire for staff. They also considered that pupils are safe and cared for well.
- The headteacher has established excellent links with parents through his open-door policy and monthly meetings. Parents also receive information through detailed termly written reports, teachers' meetings and newsletters. Those spoken to expressed their confidence in the school. They are highly positive about the balance between the Islamic and secular curriculums, the quality of teaching and the progress their children make.
- The school has a complaints policy in place that meets requirements. However, it does not publish to parents the number of complaints in the last 12 months, as required. Other information not published to parents includes contact details for the proprietorial body out of term time.
- In considering the school's material change request to admit children aged three and a half to five years, inspectors looked at the school's plans and intended accommodation for this age group. They found that the school's plans are not sufficiently detailed and the planned accommodation is not ready. Consequently, the requirements of the early years foundation stage and the related independent school standard are unlikely to be met.

Governance of the school

- The school's proprietorial body, which is known as the senior management board, has not ensured that systems to safeguard pupils in the school are robust, or that the well-being of pupils is actively promoted.
- The senior management board lacks independence because seven of its 15 members are school staff. Minutes of termly meetings show that they are verbally informed about the school. However, this focuses mainly on operational issues with little consideration given to the progress made by pupils and/or different groups, in either secular subjects or Islamic studies. Furthermore, when issues have been raised, board members have not ensured that leaders have acted to address these with sufficient urgency.
- Board members are highly committed and keen to ensure the success of the school and education of the pupils. They check on the work of the school, including safeguarding, but their monitoring approaches lack the required rigour to fully check the effectiveness of the school's systems and quality of provision.
- Board members and leaders lack detailed knowledge of the independent school standards

and current advice and guidance to ensure that the standards are consistently met.

Safeguarding

- The arrangements for safeguarding are not effective.
- The school's leaders have not managed some aspects of safeguarding robustly enough. They have not ensured that all of the required checks have been undertaken prior to staff starting in the school. The dates of some checks are not recorded on the single central record as required. References for some staff from previous employers have not been independently obtained and verified. Checks on members of the proprietorial body who are not members of staff have not been undertaken and therefore are not recorded on the single central record.
- The safeguarding policy is published on the school's website. While detailed, it does not cover the management of allegations against the headteacher or the requirement for all staff to be checked against the children's barred list before starting at the school.
- Regular training in child protection ensures that staff understand their responsibilities, what to look for and how to pass on concerns. This has included training on female genital mutilation and the government's 'Prevent' duty, which aims to prevent young people from being drawn into terrorist activity or becoming the victims of radicalisation. Any issues, no matter how small, are acted on accordingly.
- Good links with local social care services and the police effectively support the school's work. This includes the drawing up and implementation of a detailed risk assessment to support the requirements of the 'Prevent' duty.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not consistently good in the wider curriculum subjects, which include science, art, information and communication technology, humanities and physical education. Teachers' expectations are not high enough in these subjects for pupils to make the progress of which they are capable.
- Teachers do not ensure that the most able pupils have routine opportunities to apply their mathematical and writing skills in subjects such as history and geography. Teachers do not routinely use learning in one subject to make gains in another – for instance, the use of model making or mathematics in other lessons to deepen pupils' thinking and depth of knowledge. At times, teachers are too accepting of what pupils have achieved, such as in art. However, the introduction of a new commercial scheme of work is beginning to address this.
- Teachers' assessment of pupils' progress is thorough. They have a clear picture of the progress of the whole class and each pupil. They use this information well to inform their planning for future lessons. However, teachers do not make sure that pupils are clear what it is they need to do to improve their work, nor provide pupils with additional activities that demand greater knowledge to move their learning forward. Additionally, teachers do not give pupils time to respond to any comments or complete unfinished work. This sometimes impedes pupils' progress.
- Teaching in Islamic studies is effective. The well-established, highly structured and

systematic approach builds pupils' skills and knowledge. For instance, the teaching of Arabic for the reading and memorisation of the Koran secures pupils' strong progress over time. Robust assessment of individuals' progress and grouping by ability for teaching in some lessons also contribute to pupils' successful learning in all aspects of Islamic studies. However, the school has yet to track pupils' progress by subject, year or ability group across the whole school as they do in the secular subjects.

- English and mathematics are taught effectively. Teachers are clear on what they intend pupils to learn in each of their lessons. They make good use of the commercial schemes of work to plan for the different ability bands within their classes. In some lessons, pupils have opportunities for practical learning, such as in science and art. These lessons in particular provide pupils with interesting and engaging activities.
- Teachers encourage pupils to read routinely and widely so that they develop their reading skills continuously. They keep a careful check on what pupils are reading, provide opportunities for additional practice for those who are less confident and ensure that pupils have a secure understanding about what they are reading. Strong relationships between pupils and adults have a very positive impact on pupils' attitudes and motivation for learning. Teaching assistants are deployed well and effectively support pupils' learning.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not taken sufficient action to assess and reduce risks across all aspects of school life and their ineffective management of safeguarding compromises pupils' welfare, health and safety.
- Some parts of the school premises are in a poor state of repair. The computer room was grubby, the flooring in poor condition and a crack in the ceiling showed that water had leaked in. The playground is covered in soft tiles but some of these are damaged and there are gaps between them, forming potential trip hazards. At least one window on the first floor was wide open with the lower safety barriers not in place and no inhibitors. The girls' toilets are in need of refurbishment and appeared unclean.
- Drinking water is accessed via two sinks in the ablution area in front of the boys' toilets. This is not hygienic and means that girls must enter the boys' area to obtain water. Further, this area is used by members of the public on a daily basis for prayers. Although pupils are supervised, they do not have free and sole access to the toilets or the drinking water.
- Pupils are taught about healthy lifestyles in physical education and science, and have the chance to play outside three times a day. However, the level of supervision by staff during social times does not meet standards.
- Pupils say they feel safe in school. Parents and staff agree. However, inspectors judged that this is not always the case and not all those who come to the school during the school day are robustly checked. This compromises pupils' safety.
- Pupils showed good knowledge of how to keep themselves safe at home, when outside

and online. This is developed well through teaching, special events, educational visits, and visiting speakers from the police force and fire brigade.

- Pupils are elected to the school council and take an active role in raising funds for the school. They participate in special events, such as a multicultural week when they learn about each other's heritages. They have joined other schools for a sports day and led an assembly in a non-Muslim school. This aspect of the school's work is still developing.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, courteous and respectful towards each other, staff and visitors. They socialise well with one another at breaktime. They play responsibly in the playground area, making up games together.
- Pupils concentrate well in lessons because they are keen to learn and they are interested when teaching engages them well. Pupils were seen to listen carefully and contribute actively in paired and whole-class activities. Pupils present their work well, and they show pride in their work and learning when asked.
- Pupils understand the school's rewards and sanction systems well. They have a strong sense of what is right and wrong. Consequently, serious misbehaviour and exclusions are extremely rare.
- Pupils said bullying is rare, which was confirmed by scrutiny of the school's records. They know what bullying means, that it can take different forms, and clearly stated to inspectors that it is wrong.
- Pupils attend school regularly. Any absence is robustly followed up by leaders.

Outcomes for pupils

Requires improvement

- Pupils across the school are not making as much progress as they could in the wider curriculum subjects, such as science, geography and art. This is because the depth of what is covered within the individual subjects is limited and expectations of what pupils can achieve are too low.
- Current assessment information and work in pupils' books demonstrate that pupils in Year 6 are making strong progress in English and mathematics. A significant proportion are achieving at or beyond the school's achievement criteria. Standards in writing and mathematics are broadly in line with the standard expected by the end of Year 6, which prepares them well for secondary school. However, this is not the case in other subjects where standards fall below age expectations.
- In Islamic studies, pupils make similarly strong progress across the subjects studied. For example, most make excellent progress in recitation of the Koran and most-able pupils are well supported to make even more rapid progress in this subject. A few are able to achieve the recitation of the Koran by the time they leave the school at the end of Year 6.
- Leaders assess pupils on entry and regularly throughout their time in the school. The use of commercial schemes of work in science, mathematics and English, and the tests associated with them, help teachers to robustly check pupils' progress. Assessment is less secure in other subjects, either due to the recent introduction of commercial schemes,

such as in art, or because tests are set by teachers.

- The school's assessment does not consider the progress of different ability groups. The most able pupils are given extension and more challenging work. However, in mathematics, for example, teachers do not provide pupils with the opportunity to apply and extend their learning through complex problem-solving or in the wider curriculum.
- In English lessons, pupils consistently build their writing skills and develop their own style over time. Work in books shows a high level of accuracy in pupils' spelling. However, as in mathematics, pupils have too few chances to apply their literacy knowledge and skills in subjects such as science or history. As a result, the most able pupils are not making as much progress as they could and attaining at the highest level in either mathematics or writing.
- Pupils' progress in reading is secure across the school, including in phonics. Teachers were seen to be skilled in developing pupils' phonics skills in the youngest classes so that pupils develop into competent and fluent readers.
- Pupils read regularly and spoke enthusiastically about their enjoyment in doing so. They explained that they could choose new books to read, which were both varied and age appropriate, but they said they would like a wider range of books to select from.

School details

Unique reference number	134577
DfE registration number	316/6063
Inspection number	10034448

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Number of part-time pupils	0
Proprietor	Forest Gate Mosque
Chair	Mian Aslam
Headteacher	Mian Aslam
Annual fees (day pupils)	£2,300
Telephone number	020 8555 6258
Website	www.iza.org.uk
Email address	info@iza.org.uk

Information about this school

- Imam Zakariya Academy opened in 2003 and is registered as an independent day school for up to 120 boys and girls aged five to 11. The school has an Islamic ethos and is located within the premises of Forest Gate Mosque.
- All pupils are Muslim and come from a wide range of heritages including Bangladeshi, Somali, French, Turkish and German.
- Almost all pupils are bilingual with none learning to speak English as an additional language. There are no pupils currently at the school with a statement of special educational needs or an education, health and care plan.
- The attainment of pupils on entry to the school is average. They attend the school for four full, long days, and a half day on Fridays. The school day starts early with Islamic

studies followed by the secular curriculum from 11am. Both are taught in English.

- In Islamic studies, pupils learn about the beliefs, traditions and practices of Islam alongside recitation and memorisation of the Koran. The secular curriculum focuses on literacy and numeracy, and includes subjects such as science, art and history.
- The school is led by a headteacher alongside a principal who has responsibility for the Islamic curriculum. They are supported by a deputy headteacher.
- The senior management board acts as the proprietorial body. This consists of 15 members which include school staff, members of the mosque, parents and representatives of the local community. The headteacher is its current chair.
- The school does not use any alternative educational provision for its pupils.
- The school states its aims as: 'To produce within an Islamic environment lifelong learners with a range of skills, faculties and talents that develops and nurtures good British Muslim Citizens who will actively promote the fundamental British values, democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, not only respect British Law but also contribute positively to the well-being of the wider communities.'
- The school was last inspected by Ofsted in 2009. Since then inspections undertaken by the independent Bridge Schools Inspectorate (BSI) took place in 2012 and 2015. This inspectorate is no longer in operation.

Information about this inspection

- This standard inspection was conducted with no notice at the request of the Department for Education. The third day of the inspection took place a day later than intended because all members of the school were on a planned school trip.
- At the request of the Department for Education, consideration was also given to the school's request to admit children aged three and a half to five.
- Inspectors observed pupils' learning across the school in both the Islamic and secular strands of the curriculum. This included a tour of the school accompanied by the deputy headteacher to all six classes on the first day. Other areas of the school were visited throughout the inspection.
- Inspectors analysed pupils' progress over time across all curriculum subjects by examining pupils' books, considering their work during lessons and taking account of the school's assessment information.
- Inspectors held meetings with the headteacher, principal, deputy headteacher, a member of the senior management board and two groups of pupils. Pupils and staff were also spoken with informally.
- Documents reviewed included school policies, child protection and safeguarding information, minutes of senior management board meetings, and the attendance and admission registers.
- Six responses to Ofsted's online questionnaire, Parent View, were received but were too few to be fully considered. However, parents' views were taken account of through the Parent View written comments and discussions with parents at the start and end of the second day of the inspection.
- Inspectors examined 13 responses from members of staff to a questionnaire provided by Ofsted.

Inspection team

Angela Corbett, lead inspector	Ofsted Inspector
Denise James-Mason	Ofsted Inspector
John Lamborn	Her Majesty's Inspector

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