

# Homeschool

49 Manifold Way, Sandwell, Wednesbury, West Midlands WS10 0GB

## Inspection dates

20–21 November 2018

<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>
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- The headteacher, who is also the proprietor, has not ensured that pupils' welfare needs are adequately met. Safeguarding is ineffective.
- The headteacher does not have a clear enough understanding of the independent school standards and the strengths and weaknesses of the school. There is no external scrutiny. Consequently, not all standards are met.
- Assessment information is not accurate, and staff do not teach lessons that are well matched to pupils' abilities. Often, pupils complete work that is either too easy or too hard.
- Pupils are not making sufficient progress in their learning because they spend long periods copying written materials. Activities lack a clear purpose and resources are of a poor quality.
- Schemes of work and curriculum planning do not provide pupils with a broad enough range of experiences. They do not meet the needs and abilities of pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.
- The proprietor has not ensured that suitable health and safety checks have been carried out, including a fire risk assessment.
- The curriculum does not promote pupils' spiritual, moral, social and cultural (SMSC) development well enough. Pupils' work reflects the headteacher's personal political views.
- Pupils do not have sufficient opportunities to develop their personal, social, health and economic (PSHE) understanding. There is insufficient space and poor planning for physical education (PE).

### The school has the following strengths

- Pupils behave well at the school. They show respect for each other and for adults. They enjoy the trips and visits they experience.
- Parents and carers value the support their children receive from the school. They say that their children's behaviour has improved.
- Pupils' attendance is good.

### 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?

- The proprietor should take urgent action to make sure that the school's arrangements for all aspects of safeguarding are effective, ensuring that:
  - a fire risk assessment of the building is carried out, evacuation procedures are made available to building users and alternative arrangements are made to the current locking of fire exits with a key
  - the temperature of the hot water in the pupils' toilet is regulated and checked daily so that it does not pose a scalding risk
  - the designated pupils' toilet is used by pupils only and is not accessed by staff or visitors to the school
  - parents are informed of any accidents which require first aid, especially when pupils have bumped their heads
  - safeguarding records for individual pupils are kept securely and record all actions taken following any referrals to outside safeguarding agencies
  - any safeguarding concerns or disclosures are followed up in a timely way and recorded and stored correctly
  - risk assessments for specific activities are carried out so that potential risks can be adequately identified and managed
  - when a pupil is taken off the school roll, leaders notify the relevant local authority and keep a record of the notification in the pupil's file
  - the school's safeguarding policy has regard for the most recent advice issued by the Secretary of State and is personalised to the individual setting, including risks in the local area
  - staff training in the use of physical interventions is updated to ensure compliance with the school's own care and control policy.
- Improve the quality of leadership and its impact on the quality of education and outcomes for pupils by:
  - ensuring that additional scrutiny is in place so that staff can be held to account for their actions, making sure that the proprietor's partisan political views are not imposed on pupils
  - developing a realistic and accurate self-evaluation of the school's effectiveness that can be used to inform school improvement planning
  - ensuring that subsequent school improvement priorities are sufficiently detailed so that progress can be checked, and leadership and management priorities focus on school leadership, rather than only on funding and marketing
  - ensuring that the school curriculum and the associated schemes of work align and are matched to the needs and abilities of all pupils, including those with SEND and those who speak English as an additional language
  - providing a suitable curriculum which provides meaningful and purposeful experiences

in physical, scientific and creative education

- developing and implementing a scheme of work for PSHE education that provides meaningful learning experiences for the pupils
  - ensuring a clearly planned approach to pupils' SMSC development, enabling pupils to develop an understanding of different faiths, cultures and beliefs in a meaningful way.
- Improve the quality of teaching, learning and assessment by:
- using the school's assessment system to provide accurate baseline assessments of what pupils can do so that teaching and learning activities can then be suitably matched to pupils' needs
  - ensuring that pupils with SEND are provided with support for their specific needs and difficulties
  - planning activities that have a clear purpose and engage pupils in their learning
  - checking that pupils understand the work they are given to make sure that it is not too easy or too hard
  - ensuring that assessment information accurately reflects the pupils' abilities, and information is used and understood consistently.
- Improve pupils' personal development and welfare by engaging with external agencies to ensure that pupils who have additional health or care needs, including speech and language difficulties, are supported well.
- The school must meet the independent school standards, as set out in the annex of this report.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The proprietor, who is also the headteacher, has failed to ensure that all the independent school standards are met. This has an adverse impact on pupils' education, health, safety, welfare and personal development.
- While the school has a health and safety policy, this has not been implemented effectively. Hot water in the pupils' toilet provides a scalding risk. The headteacher has not ensured that the toilet is solely for pupils to use. During the inspection, the toilet was used by visitors to the school.
- The proprietor has not carried out a fire risk assessment of the premises. Fire exits are routinely locked with a key and evacuation procedures in the event of a fire are not displayed. Checks on portable electrical appliances, some of which are several years old, have not been carried out to ensure that they are safe to use.
- The proprietor has not ensured that first-aid procedures are implemented effectively. Records show that parents are not routinely informed if their child bumps their head during the school day. First-aid boxes contain materials past their expiry date. Consent for the administration of medication has not been sought from parents.
- On several occasions during the inspection, pupils were left unsupervised.
- The headteacher's self-evaluation of the school is weak. As a result, the 2018/19 school improvement plan lacks a clear rationale for its areas for improvement, or any detail. Improvements in leadership and management are focused only on seeking funds to extend the building so that more pupils can be admitted, and on marketing. Staff were unable to provide any previous school improvement plans.
- The proprietor has not ensured that the curriculum provides pupils with suitable experiences in scientific, physical and creative education. While the school's curriculum plan appears to provide a wide range of subjects and activities, this was not reflected in pupils' work. The school's scheme of work for modern foreign languages consists of two activities in French, but the curriculum plan states that pupils will be learning Spanish. The scheme of work for information and communication technology (ICT) is out of date as it refers to research using CD-ROMs.
- The provision for PE is poor. The scheme of work only refers to swimming, and there is insufficient space in the school to provide meaningful PE, especially as the proprietor no longer allows pupils to access the garden. Pupils report that they go to the park 'about once a week' or 'run around the block' but there is no specific risk assessment for PE lessons in the park.
- Pupils do not have sufficient opportunities to develop their SMSC education. They do not have enough opportunities to learn about different beliefs and cultures. The scheme of work for religious education is solely for key stage 1 pupils and does not refer to any other religions except Christianity.
- The curriculum does not fully reflect the needs and abilities of the pupils, especially those with SEND or those who speak English as an additional language. There is little or no reference in the schemes describing how work may be adapted to ensure that pupils with

SEND or who speak English as an additional language have their needs appropriately supported and met. While there is no mention in the English and mathematics scheme of work, the majority of the pupils are working towards GCSE English and mathematics.

- Parents are appreciative of the support their pupils receive from the school. Some pupils have experienced gaps in their education or have been excluded from other schools. Parents say that the school is making a difference to their children, especially in terms of their improved behaviour.

## **Governance**

- There is currently one trustee of the school, who meets with the proprietor. The proprietor reports that the trustee never visits the school. As a result, he is likely to have a weak understanding of the school's strengths and weaknesses. The school did not provide any evidence of meeting notes between the proprietor and the trustee during the inspection.
- The proprietor did not provide any evidence of any other external monitoring of the school. As a result, there is no-one who checks whether the school is meeting its statutory safeguarding requirements or the independent school standards.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- The school has a safeguarding policy which is made available to parents on the school's website. However, the policy does not adequately reflect the most recent guidance issued by the Secretary of State. It does not consider safeguarding risks in the local area, such as knife crime and gangs, or how the school plans to reduce these risks.
- The safeguarding policy is not implemented effectively. Inspection evidence shows that the school has failed to follow up a potential safeguarding concern following a previous disclosure by a pupil. The proprietor, who is also the designated safeguarding lead (DSL), could not provide evidence of a referral he made to the local authority multi-agency safeguarding team.
- Eight pupils have joined and left the school since the last inspection. However, the headteacher could not provide assurances that the relevant local authority had been informed when two of these pupils had been taken off the school's roll. As a result, some pupils may be missing from education. The headteacher does not keep records of pupils' destinations or pursue this information in a tenacious way.
- Risk assessments for the school are too generic and do not mitigate risks well enough. They are not tailored to specific activities such as PE lessons or visits to the local community. Consequently, specific risks have not been adequately identified, nor actions taken to reduce them.
- The proprietor has ensured that suitable checks have been carried out to ensure that staff are suitable to work with children. Checks are recorded appropriately in the school's single central record. There was an administrative error regarding the recording of volunteers, but the inspectors saw that appropriate checks had been made.
- The DSL has received up-to-date training from the local safeguarding board and has

attended additional 'Prevent' duty training. The DSL and the business manager are trained first aiders and have completed food hygiene training.

## Quality of teaching, learning and assessment

## Inadequate

- The headteacher has not ensured that teaching and learning activities are well matched to the needs of the pupils. Pupils spend large amounts of time copying text from textbooks, worksheets or the Bible. Work that pupils have completed shows that they get infrequent opportunities to extend and apply any knowledge they may have gained. As a result, pupils are not making enough progress.
- When pupils' knowledge is checked, such as through a series of questions they have copied from a textbook, they are not able to answer the questions correctly. This is because they have not received effective teaching to help them acquire sufficient knowledge and understanding of their work.
- Lessons lack purpose and intended learning outcomes are unclear. Consequently, the headteacher is unable to check the extent of pupils' learning. Pupils are given tasks to complete with little guidance or structure. During the inspection, pupils worked for long periods of time in silence. On some occasions, support for pupils was more effective because the teacher helped the pupils focus on their work.
- In a music lesson, pupils followed the words and sang along to 'All things bright and beautiful' but were unclear about what they were learning. The headteacher said that it was because 'It's a good song and it praises the Lord.' There was no development of musical knowledge, skills or understanding and all the pupils participated in the same activity, regardless of their age or ability.
- The quality of the resources is poor and hinders pupils' progress. ICT equipment is very old, which limits what pupils can achieve.
- The environment in which pupils spend most of their day is a small, windowless room which is not well lit. Pupils talked about how they would stack tables to enable them to take part in PE. This would not be a suitable teaching space for pupils for this purpose.
- The headteacher reports that pupils are working towards taking foundation GCSEs in 2019 in English, mathematics and geography. Scrutiny of pupils' work shows that pupils are copying a photocopy of the content of the GCSE textbook onto paper. Little learning takes place because the vocabulary is too sophisticated for pupils to understand. The school's own assessments show that this work is too difficult for these primary-aged pupils.
- There is little tailored support for pupils with SEND. Activities often involve repeating tasks or tracing over letters, even though pupils are able to write independently. Staff could not provide any record of individualised support but say they know how to support pupils because they know their needs well.
- The school's assessment information is inconsistent. Information from the school's baseline assessment system shows that there are concerns about pupils' learning. However, reports to parents state that pupils are mostly working at age-related expectations. Furthermore, the school's improvement plan states that most pupils are exceeding age-related expectations.

- A scrutiny of pupils' work during the inspection showed that pupils are engaging in learning activities that promote the proprietor's external personal interests, including his aspirations to become a Member of Parliament and the promotion of his own political party. Inspectors could find no evidence that pupils were presented with a range of opposing views.

## **Personal development, behaviour and welfare**

## **Inadequate**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is inadequate.
- The proprietor has not ensured that safeguarding is effective due to shortfalls in health, safety and welfare arrangements. As a result, pupils are put at a potential risk of harm.
- Pupils are not helped to develop a good enough appreciation and respect for other cultures, faiths and beliefs, or an understanding of the protected characteristics set out in the 2010 Equality Act.
- While pupils are provided with discrete experiences which will contribute to their SMSC development, there is no overarching strategy for this. As a result, staff cannot ensure a balance of activities and build on pupils' knowledge and skills sufficiently well.
- Pupils say that there is no bullying at the school and the school's records reflect this. However, pupils' understanding of different types of bullying is less well developed, including racist and homophobic bullying. The headteacher maintains that the reason the pupils could not talk about different types of bullying is because 'There is no bullying at the school.'
- Pupils told inspectors that they feel safe at school. They understand how to keep themselves safe online and know that they can talk to a member of staff if they have any worries.

### **Behaviour**

- The behaviour of pupils is good. Pupils are polite to each other and to staff and are respectful to visitors. The school has no records of inappropriate behaviour because staff say behaviour is not a problem. Pupils told inspectors that pupils are sometimes 'naughty' in lessons, but staff maintain that these are minor incidents and so do not record them.
- Pupils reported that the behaviour of others can have an impact on whether they are allowed to go on trips. They said that 'If someone is really naughty, we don't go anywhere.'
- Pupils' attendance is strong. Their current attendance is a significant improvement on their attendance at their previous schools. Staff do not routinely analyse pupils' attendance rates.
- There have been no fixed-term exclusions at the school since the previous inspection.
- There has only been one incident of inappropriate behaviour requiring de-escalation. The recording of this incident lacks detail and any further follow-up actions.

## Outcomes for pupils

## Inadequate

- The school's inaccurate assessment information, coupled with weak evidence in pupils' work, means that staff are not able to demonstrate that pupils are making strong progress from their starting points. Some pupils have only been attending the school since September 2018 and there is little information available on the progress they are making.
- Pupils' progress is not strong because work is not well matched to their needs and abilities.
- Reading records show that there is no systematic approach to reading. Inspectors listened to pupils read. Some read with fluency and expression, others less so. Some reading books are too easy for the pupils and do not stretch them sufficiently well. Reading records are not systematically checked by staff so the progress that pupils are making in their reading is not clear.
- Pupils' work shows that their handwriting is improving over time.
- Pupils' career aspirations have been raised following their recent visit to a 'world skills' show. They talked with enthusiasm to inspectors about the careers they would like to pursue, including being an engineer or a lawyer. Their classroom chairs have labels on them which describe the pupils as an 'engineer in training' or 'lawyer in training'.
- Parents report that pupils' behaviour and attendance are much improved since attending Homeschool. Some pupils have been excluded from previous schools or have missed periods of schooling, so regular attendance shows improvements from their previous settings.

## School details

Unique reference number	141501
DfE registration number	333/6007
Inspection number	10056359

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	Primary
School category	Independent special school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	4
Number of part-time pupils	0
Proprietor	Colin Rankine
Headteacher	Colin Rankine
Annual fees (day pupils)	£6,000
Telephone number	07500 416 635
Website	<a href="http://www.homeschoolsocialenterprise.org">www.homeschoolsocialenterprise.org</a>
Email address	<a href="mailto:homeschool@live.co.uk">homeschool@live.co.uk</a>
Date of previous inspection	20–21 April 2016

## Information about this school

- Homeschool is part of the Homeschool Social Enterprise, a registered charity. The school was registered with the Department for Education (DfE) in October 2014.
- The proprietor is also the headteacher. The proprietor's wife is the business manager. The school does not have a board of governors but has one trustee.
- The school is accommodated on the ground and first floors of a town house in a residential area in Wednesbury, West Midlands. It is registered to provide day education for up to five pupils aged between five and 11 years old.
- Parents refer their children to the school.
- Currently, there are no pupils with an education, health and care (EHC) plan.

- The school does not use any alternative provision or separate premises for its pupils.
- The school is currently registered as a faith school with a Seventh-Day Adventist religious character. The headteacher is seeking to change the religious designation of the school.
- The school received its previous full standard inspection in April 2016, when its overall effectiveness was judged to be inadequate.
- An unannounced emergency inspection commissioned by the DfE was carried out in September 2016, when it was judged that some independent school standards remained unmet.
- The DfE commissioned a progress monitoring inspection which took place in March 2017, when it was judged that the school met all of the independent school standards that were checked during the inspection.
- The DfE commissioned a standard independent school inspection which inspectors attempted to carry out in July 2018. The inspection could not be completed because the school was closed.

## Information about this inspection

- This standard independent school inspection, commissioned by the DfE, was carried out over two days.
- Inspectors held discussions with the proprietor and the business manager. The lead inspector held a telephone conversation with the local authority's designated officer. Inspectors met with three parents, listened to pupils read and spoke with pupils in a group and informally.
- As part of their checks on compliance with the independent school standards, inspectors undertook a tour of the school and the garden with the proprietor.
- Inspectors scrutinised a range of documents and information about the school, including school policies, safeguarding records, checks made on staff's suitability to work with children, risk assessments, first-aid information, staff training records, behaviour and attendance information, the admissions register, schemes of work, health and safety records and the school's improvement plan.
- Inspectors accompanied the proprietor and the pupils to the local park for their morning breaktime on day one of the inspection. They looked at pupils' work and talked to them about their learning and behaviour. They observed lessons and considered the school's assessment information about pupils' learning and progress.
- The inspectors took account of three free-text responses to Parent View, Ofsted's parent questionnaire. Inspectors considered the two responses received to the staff survey.

## Inspection team

Deb Jenkins, lead inspector

Her Majesty's Inspector

Melanie Callaghan-Lewis

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
    - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
  - 2(2)(d) personal, social, health and economic education which-
    - 2(2)(d)(i) reflects the school's aim and ethos; and
    - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act [9];
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act [10].

## **Part 2. Spiritual, moral, social and cultural development of pupils**

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
  - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - 5(b)(v) furthers tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - 5(b)(vi) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
  - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
  - 5(d)(i) while they are in attendance at the school;
  - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
  - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

## **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective

implementation of a written first-aid policy.

- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that-
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

## **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
  - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils.
- 25 The standard in this paragraph is met if the proprietor ensures 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.
- 27 The standard in this paragraph is met if the proprietor ensures that-
  - 27(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
  - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
  - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and
  - 29(1)(b) pupils to play outside.

## **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
- 32(3) The information specified in this sub-paragraph is-
  - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;

- 32(3)(f) 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.

## **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018