

Al-Ihsaan Community College

1 Kamloops Crescent, Leicester LE1 2HX

Inspection dates

4–5 February 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(2), 2(2)(a)

- The previous inspection found that the curriculum did not provide pupils with sufficient opportunities to develop their skills, knowledge and understanding across the full range of subjects. Pupils did not study art, while a lack of staff resulted in the frequent cancellation of physical education (PE) lessons.
- The curriculum now provides pupils with opportunities to learn across the full range of subjects. Pupils have art lessons as well as weekly PE lessons.
- The school meets the requirements of this part of the independent school standard.

Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- The previous inspection found that senior leaders had not put into place all their planned actions to improve careers education, advice and guidance. The programme for personal, social, health and economic (PSHE) education, for example, did not include careers guidance. A planned programme of visits by people working in different professions had not taken place.
- The PSHE programme now contains opportunities for pupils to receive careers advice and guidance. Pupils have met people who work in a broad range of professions, including journalism, law, medicine and chemical engineering. Pupils in all year groups have also visited a national exhibition on careers.
- The school meets the requirements of these parts of the independent school standard.

Paragraphs 3, 3(a), 3(c), 3(d), 3(e), 3(g)

- The previous inspection found that pupils made uneven progress across the curriculum. Pupils received work that lacked sufficient challenge, with pupils sometimes completing work that was below that expected for their age. Teachers did not accurately assess pupils' skills in reading. Senior leaders had not checked that teachers' assessment of pupils' work was accurate.
- Pupils continue to make uneven progress across the curriculum.
- Some pupils who left the school in 2018 having completed their GCSE subjects did not

make the progress they should have, including in English and mathematics. Some pupils' progress was weak, leading to low attainment.

- The school's own performance information shows that current pupils are making variable progress. Too many pupils are not making the progress that they should, across a range of subjects.
- Work in pupils' books indicates that many pupils fail to make sufficient progress in the development of their knowledge. Often, pupils' knowledge is superficial, lacking the necessary depth to enable them to apply their learning to other contexts and more complex questions. In turn, pupils are not able to develop fully such skills as inference, analysis and evaluation.
- Some teachers' subject knowledge is not secure, particularly in the subjects that they teach outside their own specialism. Where this is the case, teachers do not have a sufficient understanding of how to plan suitably challenging tasks and how to use effective resources to enable pupils to make good progress.
- A lack of secure subject knowledge also limits teachers' ability to ask the right questions to check pupils' understanding. Teachers are not sufficiently capable of identifying and clarifying pupils' misconceptions.
- Teachers' assessment of pupils' learning is inconsistent. Not all teachers check pupils' understanding effectively and adapt learning appropriately, either during lessons or when reviewing pupils' completed work in their books.
- Through their termly checks on pupils' progress, senior leaders identify pupils who have fallen behind, to ensure that they receive further support. However, leaders do not use these checks effectively to identify where classroom practice is not of a high-enough quality to secure pupils' good progress and to prevent pupils from falling behind in the first place.
- Senior leaders' evaluation of the quality of teaching is over-generous and does not match the records that they keep of their visits to lessons. Leaders' evaluation of the quality of teaching does not take sufficient account of pupils' progress over time. Pupils make variable progress across a range of subjects because classroom practice is not of a high-enough quality.
- Senior leaders have recognised that a key area for improvement to teaching is to ensure that the teachers understand how to set work at the right level. They have provided training to resolve this. However, this training has yet to bring about the necessary improvement to the effectiveness with which teachers plan for pupils' learning.
- Teachers now undertake appropriate assessments of pupils' reading skills.
- The school does not meet the requirements of these parts of the independent school standard.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The curriculum, including the PSHE programme and GCSE citizenship, provides pupils

with opportunities to learn about fundamental British values, respecting other people and knowing the difference between right and wrong.

- Off-site visits which complement the curriculum enable pupils to learn about the local community and to understand different cultures and beliefs. For example, pupils have recently visited Leicester Cathedral and a synagogue. Through this, pupils learn the importance of respecting different opinions and beliefs.
- The PSHE programme provides pupils with opportunities to develop their self-esteem.
- Pupils learn about the importance of living healthy lives, and the negative effects of making unhealthy decisions, including those related to drugs.
- Pupils have undertaken a visit to a local court to develop their understanding of the law.
- Through visits from a local 'Prevent' education officer, pupils have learned about the dangers of hate crime and how to keep themselves safe when online.
- Pupils' books demonstrate that the work that they complete does not always allow them to become secure in their spiritual, moral, social and cultural development. For example, some pupils have developed only a basic understanding of democratic systems.
- The school meets all of the requirements of the independent school standard.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b)

- The previous inspection found that senior leaders and staff did not understand their duties in relation to safeguarding.
- At the previous inspection, senior leaders had failed to undertake all the relevant recruitment checks, including checking references before staff had taken up their posts. This continues to be the case. Senior leaders do not always ensure that they have received and checked references before staff begin to work at the school.
- Senior leaders do not undertake sufficient checks to explore any gaps in the employment history of those who have applied to work at the school, including those who have previously lived or worked abroad.
- In failing to undertake these recruitment checks, including in a timely manner, senior leaders have failed to comply with the latest guidance.
- Safeguarding leaders do not keep detailed and accurate records of the actions that they have taken in response to receiving concerns about pupils' welfare. This includes when they have met with pupils and with parents to discuss welfare concerns. In this, they have not complied with the latest guidance.
- Safeguarding leaders have not ensured that either they or their staff are sufficiently vigilant to identify possible welfare concerns that may lie behind pupils' behaviour. The school records show that, in recording incidents of poor behaviour, staff have not identified and followed up possible welfare concerns. Leaders do not check well enough that staff have followed the guidance in following up concerns.
- Senior leaders failed to undertake rigorous enough checks on the religious leaders who spoke at an event that the school has hosted since the previous inspection. Pupils were

present at this event, which took place away from the school site. Senior leaders' checks failed to consider publicly available information about the intolerant views that these religious leaders are reported to have. These views include those that discriminate against people who meet the protected characteristics of the 2010 Equality Act.

- Senior leaders have also failed to undertake sufficient checks on a religious leader who appears in a video to raise funds for the school. This video is currently on the school's social media website. Leaders have not made clear through the website that they do not associate with the views that this religious leader is reported to hold.
- In not undertaking these checks, the senior leaders have failed to follow their own school policy that relates to safeguarding against extremism and radicalisation. Senior leaders have since agreed to cooperate with the local 'Prevent' team to confirm the suitability of any speakers the school wishes to engage.
- Governors have failed in their statutory duty to ensure that they have adequate arrangements in place to safeguard and promote the welfare of children. The leadership of safeguarding is weak. The governor with responsibility for safeguarding is also the school's deputy headteacher. These arrangements are not secure enough to ensure that all staff, including the school's leaders, are held to account for how well they fulfil their safeguarding duties.
- Senior leaders have ensured that all staff have received safeguarding training, including in the types and signs of abuse. Staff know how to report any concerns about the conduct of staff towards pupils, including any concerns about the conduct of the headteacher, who is the school's proprietor.
- The headteacher has recently appointed a female member of staff to whom pupils can report any welfare concerns that they may have. Pupils said that they can go and speak to this member of staff if they have a concern.
- The school does not meet the requirements of the independent school standard.

Paragraphs 3, 3(h), 9, 9(b)

- The previous inspection found that senior leaders had not ensured that teachers managed pupils' behaviour well, including through consistent application of the new behaviour policy. The inspection found that pupils' behaviour had deteriorated.
- The school's behaviour records indicate that there are frequent occasions when pupils behave inappropriately. This poor behaviour includes arriving late to lessons, failing to complete homework, and disrupting other pupils' learning. The records show that some pupils repeatedly engage in such behaviour.
- Inspectors observed occasions in lessons when pupils did not engage well with their work. Some pupils refused to comply with teachers' instructions and some engaged in behaviour that either disrupted their own learning or that of other pupils. Teachers did not always manage this behaviour well.
- This academic year, some pupils have been excluded, including permanently, for serious incidents of inappropriate behaviour. This was the case at the previous inspection.
- Leaders do not ensure that they fully record the actions that they take when responding to and managing pupils' behaviour.
- The school does not meet the requirements of these parts of the independent school

standards.

Paragraph 14

- The previous inspection found that there was inadequate supervision of pupils. Senior leaders had not ensured that they provided cover for absent staff or that staff fulfilled their supervisory duties during social times. As a result, there were times when pupils were unsupervised, including during lessons.
- Senior leaders now ensure that they provide cover for absent staff. Pupils say that there are no longer occasions when their class is unsupervised due to staff absence.
- Senior leaders have ensured that staff supervise pupils during social times.
- The school meets the requirements of the independent school standard.

Paragraph 15

- The previous inspection found that staff did not record pupils' absence correctly. Senior leaders did not see the potential links between pupils' absence and their safety. They did not inform the local authority about pupils who were absent for lengthy periods of time.
- Senior leaders have ensured that staff complete registers correctly.
- Senior leaders report to the local authority any concerns they may have regarding pupils' absence. They also inform the local authority of any pupils who have left the school. Senior leaders maintain comprehensive records regarding the actions they take to check and report on pupils who are absent.
- The school meets the requirements of the independent school standard.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(b)

- The previous inspection found that senior leaders did not check on the prohibition from teaching and leadership for any new member of staff.
- Senior leaders have ensured that they undertake the appropriate prohibition check for teachers and for those who hold leadership positions, including governors.
- The school meets the requirements of this part of the independent school standard.

Paragraphs 18(2), 18(2)(d), 18(2)(e), 18(3), 21(1), 21(3), 21(3)(a), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(viii)

- Senior leaders have not undertaken all the necessary checks for staff who have begun to work at the school since the previous inspection. Senior leaders have not checked on the suitability of these staff to work in a school nor have they checked on those who have previously lived and worked abroad.
- The school's record of the recruitment checks is inaccurately completed. This includes information regarding the date when staff started at the school, the date when the school received confirmation of checks, and whether checks have been necessary.
- At the time of the on-site inspection, senior leaders were not clear how to undertake the checks on staff who have previously lived and worked abroad. In this, they demonstrated an insecure understanding of the latest guidance.

- The school does not meet the requirements of these parts of the independent school standards.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a)

- The previous monitoring inspection found that the pupils' toilets were not in a suitable state. There had been a leak in a toilet and a pool of water had gathered on the floor. As a result, the toilets were unhygienic and not fit for use.
- Senior leaders have taken effective action to resolve the issues that the previous inspection identified.
- The toilets are now hygienic and fit for purpose.
- The school meets the requirements of this part of the independent school standard.

Paragraph 25

- The previous monitoring inspection found that the senior leaders had not ensured that the school premises and facilities were in a suitable state to ensure pupils' health, safety and welfare. Parts of the school were untidy and disorganised, with graffiti and litter present. Senior leaders had not stored securely chemicals that were harmful to pupils.
- The premises are now in a condition that is conducive to securing pupils' health, welfare and safety. There was very little evidence of graffiti and no evidence of litter, for example. Chemicals are stored in a locked cupboard.
- Overall, the premises are tidy and organised.
- The school meets the requirements of the independent school standard.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- At the previous progress monitoring inspection, senior leaders had not ensured that pupils had access to an outdoor area to play. Furthermore, pupils did not go to the leisure centre for their PE lessons.
- Pupils told inspectors that they undertake PE each Friday, and that this takes place at the local leisure centre.
- Pupils have access to a local park to play outside at lunchtime. Pupils have mixed opinions as to how frequently they go to the park.
- The school meets the requirements of the independent school standard.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(2), 32(2)(a), 32(3), 32(3)(e)

- The previous progress monitoring inspection found that the information relevant to the standards in these paragraphs was not available on the school's website. The name of the headteacher was not on the website, nor was it in the information booklet for prospective parents. The website did not provide access to the latest inspection report.
- During the inspection, there were difficulties in accessing the school's latest website.

However, the information relevant to the standards in these paragraphs is available to parents and prospective parents on request.

- The school's safeguarding policy, which reflects the latest guidance, is available on request.
- The school meets the requirements of these parts of the independent school standard.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- In his capacity as the school's proprietor, the headteacher has not ensured that he or other senior leaders have a secure understanding of the independent school standards. They have not taken sufficient action to ensure that the school now meets all the standards that the previous inspection judged as not met.
- Furthermore, senior leaders have not ensured that the school continues to meet all the standards that were met previously. Inspectors found evidence of new unmet standards, including those related to recruitment of staff and to the quality of teaching.
- Senior leaders have not ensured that their safeguarding practice complies with the latest guidance. They have not ensured, for example, that they keep accurate and detailed records of the actions that they take to resolve welfare concerns.
- Senior leaders have not undertaken all the necessary recruitment checks before staff take up their post at the school. They have not ensured that records of their recruitment checks are accurate. Such practice does not comply with the latest guidance.
- Senior leaders have failed to undertake sufficient checks on religious leaders with whom the school has recently associated itself. They have failed to find publicly available information that reports these leaders as holding views that are counter to fundamental British values and to the Equality Act of 2010. At the feedback meeting at the end of the on-site inspection, the chair of governors stated that school leaders endorsed the views that these religious leaders are reported to hold. He confirmed that the school had recently sought to invite one of these religious leaders to the school, but that the religious leader had not been available.
- Senior leaders have not ensured that staff who take on new positions within the school have sufficient knowledge, support and training to fulfil their roles effectively. This includes those who take on new leadership roles, and teachers who teach subjects that are outside their specialism.
- The school does not meet the requirements of the independent school standard.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	136823
DfE registration number	856/6006
Inspection number	10086010

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 status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	36
Number of part-time pupils	0
Proprietor	Mr Abdinasir Mohamed
Chair	Mr Abdul Basid
Headteacher	Mr Abdinasir Mohamed
Annual fees (day pupils)	£1,800
Telephone number	0116 3192360
Website	www.alihsaancollege.org
Email address	info@alihsaancollege.org
Date of previous standard inspection	3–5 October 2017

Information about this school

- Al-Ihsaan Community College is an independent Muslim day school for boys and girls aged 11 to 16. To date, it has not had any boys on roll.
- The school is registered to provide full-time education for up to 80 pupils. Currently, there are 36 pupils on roll.
- There are no pupils with special educational needs and/or disabilities (SEND).
- The proportion of pupils who speak English as an additional language is well above the national average.
- The school has high levels of mobility. Many pupils join the school having received some

of their secondary education elsewhere and some do not remain at the school for very long or complete their education at the school.

- The school does not make use of alternative provision.
- The proprietor is the school's headteacher. The school's deputy headteacher took up his post at the school in September 2018.
- The school's last standard inspection took place on 3–5 October 2017. This inspection found that the school did not meet all the independent school standards. A follow-up additional inspection took place on 11–12 April 2018. This inspection found that the school did not meet all of the independent school standards that were not met at the previous inspection, and that it no longer met some of the standards that were previously met.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection. The registration authority also commissioned inspectors to evaluate whether the school met the standards in Part 2 of the independent school standards.
- This was the school's second progress monitoring inspection. The first progress monitoring inspection took place on 11–12 April 2018.
- The inspectors visited eight lessons.
- The inspectors held meetings with senior leaders and with members of staff.
- Inspectors spoke with pupils informally, during lessons and during social time.
- Inspectors observed pupils' behaviour during breaktime and lunchtime.
- The inspectors examined a range of policies relating to safeguarding, the curriculum, behaviour, attendance, PSHE and careers education. Inspectors also looked at a range of documentation, including that related to: the curriculum; attendance; admissions; behaviour; safeguarding; and pupils' achievement.
- Inspectors looked at pupils' books across a range of subjects in most years, both in lessons and as a separate activity.
- The lead inspector spoke with a representative of the local 'Prevent' team.
- The lead inspector undertook a tour of the school, to check the school's compliance against Part 5 of the independent school standards.
- The lead inspector checked the school's single central register and the school's system for recruiting staff.
- The inspection was unannounced.

Inspection team

Simon Hollingsworth, lead inspector	Her Majesty's Inspector
Philippa Darley	Senior Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

Part 1. Quality of education provided

- 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(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(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively.

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.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection.

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if–
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–

- 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether–
- 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
- 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
- 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e).

The school now meets the following requirements of the independent school standards

- 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)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options and;
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential.
- 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.
- 18(2) The standard in this paragraph is met if–
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made 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.
- 23(1) Subject to 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.

- 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.

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—
 - 32(1)(a) 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;
 - 32(1)(b) 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;
 - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request;
 - 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection.

- 32(2) The information in this sub-paragraph is—
 - 32(2)(a) the school’s address and telephone number and the name of the head teacher.

- 32(3) The information in this sub-paragraph is—
 - 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations.

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