

# Greenfields Upper Junior School for Boys

472 Coventry Road, Small Heath, Birmingham, West Midlands B10 0UG

**Inspection dates**

26 June 2019

**Overall outcome**

**The school is unlikely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1)(b)(ii), 2(2)(a), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 3(h), 3(i), 3(j),*

- The proposed school will be located on the site of the existing independent school, Greenfields Primary School. The schools will share many of the same resources, including the buildings, play areas, toilets, teachers, leadership and administrative support.
- The proposed school is to provide 28.20 hours of teaching per week. Boys are to be taught in two classes, one providing for Year 5 pupils and one providing for Year 6 pupils. It is envisaged that lessons will cover a broad range of curriculum subjects including English; mathematics; science; literature; history; geography; Islamic studies; Arabic; art; physical education; and personal, social, health and economic (PSHE) education.
- The vision and ethos of the proposed school are underpinned by three key words: knowledge, virtue and aspiration. The headteacher's welcome statement on the newly established website states that the school is to have high ambitions for its pupils, as well as high expectations in terms of pupils' behaviour. The school aspires for its pupils to be culturally literate, to take responsibility and to play an active part in the community through the promotion of fundamental British values.
- Leaders' plans are likely to ensure that pupils experience life beyond their immediate community so that they are prepared effectively for life in modern Britain. There are plans for pupils to be supported to understand and appreciate the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Boys in the current primary school usually behave very well. Staff utilise appropriate strategies for managing behaviour and encourage pupils to act responsibly. They are likely to take the same approach in the proposed primary school.
- These parts of the standards are likely to be met.

*Paragraphs 2(1), 2(1)(a), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(b), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(j), 4*

- Leaders have adapted the schemes of work from the existing primary school. However, the current provision does not address the needs of the most able pupils and those with special educational needs and/or disabilities (SEND) effectively. At its last standard inspection, Greenfields Primary School was judged to be inadequate for overall effectiveness and for leadership and management. The quality of teaching and outcomes for pupils required improvement, particularly in Years 5 and 6.
- The schemes of work for the proposed school do not indicate how topics will be linked or how the sequence of learning will build on pupils' prior knowledge. There is no indication of how lessons will be adapted to address the needs of pupils with SEND or provide sufficient challenge for the most able pupils.
- As part of this inspection, at leaders' invitation, lessons for boys in Years 5 and 6 in the current school were observed and pupils' work was reviewed. The inspector also met with a group of Year 5 and 6 pupils, as the Year 5 pupils would be transferring to the proposed new school. Work in pupils' books showed that teaching over time does not enable pupils to make strong progress. The curriculum is not coherently planned so that learning is sequenced effectively, building on pupils' prior knowledge. Good-quality teaching resources are provided to support teachers' planning, but pupils do not benefit from these because teachers do not always devise engaging activities.
- Some topics are currently taught in an ad-hoc fashion, which can be confusing for pupils. Leaders acknowledge that this may be because many lessons have been covered internally by staff other than the class teacher. Leaders have not maintained oversight of the curriculum in lessons taught by staff other than the class teachers.
- Although boys in the current primary school usually behave very well in most situations, pupils are not currently supported well enough to maintain a high level of interest in their work and to think and learn for themselves. This is because learning tasks are not adapted effectively to suit their different needs and abilities.
- Leaders propose that the assessment framework for the existing school will be used in the new school. This provides sufficient information for parents about the progress their children are making. However, the assessment information is not currently used effectively to inform teaching. Work in pupils' books in the current school shows that activities are not adapted effectively to take account of pupils' different needs and starting points.
- The teachers and leaders in the existing primary school are to be deployed in the proposed school. Despite leaders' attempts to improve the quality of teaching, teachers' subject knowledge remains weak and pupils do not achieve as well as they should.
- It is unlikely that the proposed school will meet these parts of the independent school standards.

## 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)*

- Leaders plan to support pupils' spiritual, moral, social and cultural (SMSC) development through topics threaded throughout the curriculum, but mainly through PSHE education lessons. Trips and visits are planned to bring learning to life, like those arranged in the existing primary school. Pupils have, in the past, enjoyed trips to museums such as Thinktank and Soho House in Birmingham. This is planned to continue if the proposed school is registered.
- Leaders plan to engage pupils in a programme of visits to different places of worship, as is the case in the existing primary school. This is likely to help pupils to understand more about the diverse community of Birmingham and beyond and enable pupils to develop tolerance and respect for people of other faiths.
- Boys in Years 5 and 6 in the current primary school have a well-developed sense of right and wrong, individual liberty and the rule of law. They value the opportunities they have to debate current affairs and topics such as democracy and climate change. Leaders ensure that fundamental British values are promoted through PSHE lessons and assemblies. Respect for people of all faiths and those without a faith is reinforced on many occasions and is evidenced in current pupils' books.
- The library in the existing primary school, which is to be shared by the proposed school, contains a range of popular children's fiction, current and classical, along with non-fiction texts appropriate for primary pupils. Texts reinforce fundamental British values, expand pupils' horizons and help to prepare them for life in modern Britain.
- Leaders intend that boys who attend the proposed school will experience a similarly broad range of activities and experiences that will support pupils' SMSC development.
- Any political views presented to pupils are to be balanced with opposing views. This is currently the case, as evidenced by work in current pupils' books. Notices posted around the school clearly state that no leaflets should be distributed to parents or pupils.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

*Paragraphs 7, 7(a), 7(b) and 13*

- The proprietor has put in place an appropriate safeguarding policy that reflects the most recent statutory guidance. This is based on the safeguarding policy for the existing primary school. At the last inspection of Greenfields Primary School safeguarding was judged to be effective.
- The arrangements for the post of designated safeguarding lead (DSL) in the proposed school are yet to be finalised. Leaders explained that this is likely to be a shared post across the schools on the site, with a deputy designated safeguarding lead for each school. The safeguarding lead in the current primary school is likely to be the overarching safeguarding lead across the schools. He has undertaken relevant training and is therefore well placed to disseminate key information and updates to the deputy

safeguarding leads in each school. However, his ability to identify and manage safeguarding risks before they occur, both within and outside the school, including those from the wider community, is unclear.

- A suitable first aid policy is in place and first aid incidents for the existing primary school are recorded appropriately. Leaders assert that the members of staff who are first aid trained in the current primary school will be available to support the proposed school. However, it is not clear how leaders will ensure that these members of staff will be readily on hand to administer first aid to all pupils across the schools, as well as maintain an oversight of pupils' medical conditions, such as allergies. For this reason, it is unlikely that pupils will receive effective first aid support.
- It is unlikely that the proposed school will meet these parts of the independent school standards.

Paragraphs 9, 9(a), 9(b), 9(c), 10, 11, 12, 14, 15, 16, 16(a), 16(b)

- The proposed school has a behaviour management policy which sets out the school's expectations for pupils. The policy is fit for purpose, as it provides general principles and guidelines for staff, parents and pupils. The behaviour of pupils in the current primary school is positive. Pupils behave well in lessons and around the school. As most of the boys in the proposed school are currently in the existing Years 4 and 5 classes in Greenfields primary, it is reasonable to expect that positive behaviour will be promoted in the proposed new school.
- Fire safety risks are well managed in the current primary school. Records of annual checks on equipment are carried out and recorded in line with the requirements. Regular alarm tests are carried out weekly and fire extinguishers are checked annually. Records of the most recent checks for Greenfields Primary School were seen by the inspector. Fire exits are clearly labelled and not blocked or obscured. As the proposed school will be on the same site as the existing primary school and will share the same resources, it is reasonable to assume that the same level of rigorous scrutiny and compliance will be applied in the proposed school.
- There is a risk assessment policy in place for the proposed school and the existing risk assessments for the areas of the building that will be shared with the proposed school were reviewed. These demonstrate leaders' awareness of the potential health and safety risks to pupils and the management and mitigation of risks in the current primary school. Consequently, it is likely that the proposed school will be compliant with the Regulatory Reform (Fire Safety) Order 2005.
- The health and safety policy for the proposed school and current practice in the existing primary school are similarly effective. The proposed school is likely to meet the requirements for health and safety.
- The proprietor has developed a suitable policy for anti-bullying, setting out the different types of bullying that can occur and the action that staff will be expected to take in the proposed school. Year 5 and 6 boys in the existing primary school told the inspector that bullying did not happen currently and, if it did, they would be confident that a member of staff would resolve it. If implemented effectively, it is reasonable to assume that boys in the proposed school would be similarly supported and the school would be likely to meet the requirements of the independent school standards in this regard.

- Leaders propose to use the well-established electronic registers from the existing primary school in the new school. Records of pupils' attendance are currently well maintained in the existing primary school, and these are compliant with the Education (Pupil Registration) (England) Regulations 2006. This demonstrates that, if the existing systems are used in the proposed school, this aspect of practice would be compliant.
- The proposed school is likely to meet these parts of the independent school standards.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(6)*

- The procedures for appointing staff in the existing primary school are robust and consistent with safer recruitment practices. The same procedures are to be employed in the proposed school.
- The proprietor has ensured that the necessary safeguarding checks have been carried out on all staff and directors appointed to the existing primary school. These checks are recorded on a single central record that is maintained in an electronic format. Leaders intend to use the same processes and format for record-keeping in the proposed school.
- The proposed school does not intend to employ supply staff. The existing primary school does not employ supply staff, but leaders are aware of the requirements to ensure that the necessary pre-employment checks are carried out by agencies or businesses they contract.
- The proposed school is likely to meet these parts of the independent school standards.

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

*Paragraphs 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- The proposed school will be accommodated within the premises of the existing Greenfields Primary School. The proposed school will have exclusive use of two classrooms, one for each of the boys' classes in Year 5 and Year 6.
- The building has suitable toilet facilities for boys, which are the existing facilities for boys from age six to 11 attending Greenfields Primary School. It is intended that these toilets will be shared by boys from both schools. As the number of boys aged nine to 11 in the proposed school will remain the same as the number of boys in the existing primary school, there are adequate facilities at the appropriate height for the age range in the proposed new school.
- Toilet facilities, corridors and classrooms are maintained to a high standard, which is likely to ensure the health, safety and welfare of pupils in the proposed school.

- An adequate supply of drinking water is provided at two points in the communal areas of the building, away from the toilets. These are clearly marked and accessible at all times.
- Adequate outdoor space is available for boys attending the proposed school. This is currently used by pupils attending the existing Greenfields Primary School and it is proposed that the new boys' school will have access at scheduled times for breaks and physical education. The space has a hard surface and is a short walk away from the school. Several sheds on the space are used for storage of equipment. There are risk assessments in place to ensure pupils' safety is maintained.
- The proposed school is likely to meet these parts of the independent school standards.

*Paragraphs 24(1), 24(1)(a), 24(1)(b)*

- A first aid room, with washing facilities, is available for the care of sick or injured pupils, as well as for medical examinations. Toilet facilities are available nearby. This facility currently serves Greenfields Primary School. It is proposed that this will be shared with Greenfields Upper Junior School for Boys and the proposed Greenfields Upper Junior School for Girls, pending the Department for Education's (DfE) registration decision.
- The first aid room is not currently scheduled for any purpose other than medical and first aid. However, the room is extremely small, and it is not clear how the facility will be allocated and managed for shared use across potentially three schools. Therefore, it is unlikely the school will meet this part of the independent school standards.

## Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)*

- The website for the proposed school, which went live on the day of the inspection, contains links to the required policies, including the safeguarding policy, as well the name, address and contact details of the proprietor.
- The proposed school's vision and ethos are clearly stated and easily accessible to parents on the home page of the website.
- As the school is not yet operating as a separate entity, there is no historic academic performance information for this school. However, a copy of the academic performance for Greenfields Primary School is available from the school, should parents request a copy.
- An example of the annual report to parents for pupils of the existing primary school was shared with the inspector. Leaders intend to use the same format for reports in the proposed school.
- The proposed school is likely to meet these parts of the independent school standards.

## Part 7. Manner in which complaints are handled

*Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- The complaints policy for the proposed school has been adapted from the complaints policy for Greenfields Primary School. It sets out clearly for parents the steps that will be followed should they submit a complaint to the school, including appropriate timescales. The policy includes an informal process for concerns to be resolved quickly if possible. Where parents are not satisfied, there is also a formal route for parents to escalate their concerns to an appeal panel which includes an independent member who is not connected to the school. Parents have the right to be accompanied to the appeal hearing.
- The complaints policy states that a copy of the findings will be sent to the complainant and the person complained about.
- Confidential records of complaints are kept at the current primary school and it is intended that the same system will be used for the proposed school.
- The proposed school is likely to meet these parts of the independent school standards.

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

*Paragraph 34(1)(c)*

- Leaders' and proprietors' commitment to actively promoting aspects of pupils' well-being in the proposed school is evident in the strong practice in relation to health and safety, safe recruitment and SMSC in the existing primary school. Policies and procedures planned for the proposed school provide assurance of leaders' capacity in this regard.
- However, proprietors have not ensured that, with a shared DSL across all schools, there is sufficient capacity to safeguard pupils effectively in the proposed school. Furthermore, it is not clear how the responsibilities of first aid staff will be carried out effectively across three schools.
- This part of the independent school standards is unlikely to be met.

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

- Leaders do not currently demonstrate the skills and knowledge appropriate to their role because they have not ensured that the quality of education in the proposed school will be effective.
- The board of directors of the existing primary school will also be the responsible body for the proposed boys' school. However, since the quality of teaching and pupils' progress in the current school is ineffective and the schemes of work for the proposed school are not fit for purpose, the proposed school is unlikely to meet the standard for part one, quality of education. Proprietors are keen to exercise greater scrutiny over the curriculum, teaching and learning in future. They recognise that the planned schemes of work do not currently demonstrate the necessary sequence of learning for pupils to make strong progress or consider the needs of pupils with SEND or the most able pupils.

- As leaders have not ensured that the quality of education is likely to meet the required standard, the proposed school is unlikely to meet these parts of the independent school standards.

#### Schedule 10 of the Equality Act 2010

- The school has an appropriate accessibility plan. The school is likely to meet the requirements of Schedule 10 of the Equality Act 2010.



## **Compliance with regulatory requirements**

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

## Proposed school details

Unique reference number	147319
DfE registration number	330/6062
Inspection number	10101678

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Primary
School status	Independent school
Proprietor	Greenfields Primary School Ltd
Chair	Mr Saadat Rasool
Headteacher	Dr Perwaiz Alam
Annual fees (day pupils)	£2,800 per year
Telephone number	0121 772 4567
Website	<a href="http://www.greenfieldsprimary.school/boys/">www.greenfieldsprimary.school/boys/</a>
Email address	<a href="mailto:headteacher@greenfieldsprimary.school">headteacher@greenfieldsprimary.school</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	149
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	None
Total hours operating as a school per week	32.75
Total hours of teaching provided per week	28.20

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	6–11	9–11	9–11
Number of pupils on the school roll	149	26	26

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Mixed	Boys
Number of full-time pupils of compulsory school age	149	26
Number of part-time pupils	None	None
Number of pupils with special educational needs and/or disabilities	None	None
Of which, number of pupils with an education, health and care plan	None	None
Of which, number of pupils paid for by a local authority with an education, health and care plan	None	None

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	15.75	3.5
Number of part-time teaching staff	20	1
Number of staff in the welfare provision	Not applicable	Not applicable

## Information about this proposed school

- The proposed school is located in former commercial premises in Small Heath, Birmingham. It is adjacent to a mosque, to which the school has access in the mornings. Some facilities are shared with the mosque.
- The proposed school will be an Islamic faith school.
- The proposed school is to be co-located on the site of the existing Greenfields Primary School, which currently offers places to both boys and girls aged six to 11 years.
- Following the 2017 court judgment regarding segregation in schools, the proprietor took the decision to change the age range of the existing primary school to six to nine. Leaders' intention is to create two additional, upper junior single-sex schools – one for boys and one for girls. However, the same headteacher and the same teaching staff will continue to follow the same policies and routines within the same premises which raises questions about whether, in effect, segregation is still in force.
- It is envisaged that the three schools will share facilities such as toilets, outdoor space, corridors, library, first aid room, office and reception areas. Two classrooms will be allocated for the sole use of Greenfields Upper Junior School for Boys.
- The proposed boys' school plans to offer 26 places to boys aged nine to 11 years, the majority of whom are likely to have attended Greenfields Primary School.
- At the end of Year 6, many of the pupils transfer to Redstone Academy. The school works closely with Redstone Academy, with individuals holding leadership roles at both schools.
- Greenfields Primary School and the proposed upper junior boys' school would share an executive headteacher.
- The proprietor of the existing primary school, Greenfields Primary School Limited, would be the proprietor of the new school. The existing board of directors would be shared with the proposed school.

## Information about this inspection

- This was the school's first pre-registration inspection commissioned by the DfE under section 99 of the Education and Skills Act 2008 to determine whether the proposed school is likely to meet the independent school standards if it is registered.
- The inspection was carried out with two working days' notice.
- The inspector carried out a tour of the premises, including classrooms, shared indoor facilities and outdoor spaces, and visited lessons in Years 5 and 6 in the existing primary school.
- The inspector held meetings with the proposed headteacher of the school and the chair of the board of directors as the representative of the proprietorial body.
- A wide range of documentation was considered prior to and during the inspection, including school policies, curriculum plans, risk assessments, schemes of work and the existing primary school's single central record of pre-employment checks on staff.

## Inspection team

Jane Spilsbury, lead inspector

Her Majesty's Inspector

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

### **The school is unlikely to 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 sub-paragraph (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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills
  - 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(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.

### **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.
- 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.

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

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
  - 24(1)(a) accommodation for the medical examination and treatment of pupils
  - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

### **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.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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