

Jamia Islamia Birmingham

Islamic College, Fallows Road, Sparkbrook, Birmingham, West Midlands B11 1PL

Inspection dates

11 to 13 June 2019

| Overall effectiveness | Inadequate |
|--|----------------------|
| Effectiveness of leadership and management | Inadequate |
| Quality of teaching, learning and assessment | Inadequate |
| Personal development, behaviour and welfare | Inadequate |
| Outcomes for pupils | Inadequate |
| Sixth form provision | Inadequate |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that the independent school standards are met consistently. Governance is ineffective and leaders are not held to account for their actions.
- Safeguarding is not effective.
- The school library contains inappropriate and extremist books which undermine fundamental British values.
- The curriculum is narrow and does not provide pupils with opportunities to study art, technology, music, geography or history at key stage 4. This restricts pupils' future education and career options.
- Pupils do not leave the school building during the day. The buildings and outside space are poorly maintained and some areas are filthy. Pupils have no access to the outside space for recreation or physical education (PE).
- The quality of teaching, learning and assessment are inadequate. Teachers do not consider pupils' abilities when they plan, and they do not use assessment effectively.
- Pupils' outcomes are inadequate. The most able are not challenged sufficiently.
- Pupils with low prior attainment are not supported adequately and make weak progress.
- There are no pupils with special educational needs and/or disabilities (SEND) in the school. The school's admissions policy excludes them from attending; this is unlawful.
- Pupils' behaviour is inadequate. Pupils do not attend school as regularly as they should, and in lessons they display poor attitudes towards their learning.
- Pupils' spiritual, moral, social and cultural (SMSC) development is poor. They are not prepared well for life in modern Britain. Their experience of education is narrow. They are not given the opportunities to experience and appreciate the wealth of culture on their doorstep.
- The sixth form is inadequate. Students only study Islamic studies. They do not receive any careers advice or guidance and the vast majority leave at the end of Year 12.

The school has the following strengths

- Leaders ensure that the staff appointed to work in the school are suitable to work with children.

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?

- Improve the quality of leadership and management by ensuring that:
 - leaders have a thorough understanding of the independent school standards
 - safeguarding arrangements are effective
 - there are no materials on the school premises that undermine fundamental British values, and that fundamental British values are promoted consistently
 - policies and procedures for improving the quality of education and ensuring that pupils are safe are implemented effectively
 - provision for pupils' SMSC development is effective
 - the curriculum gives pupils adequate experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
 - the school premises, including the outside space, are fit for purpose and safe for pupils to use for recreational activities and PE
 - there are effective systems in place to monitor pupils' progress and identify how well they are all achieving
 - pupils' attendance and behaviour are monitored and tracked effectively
 - governors hold leaders to account effectively for all aspects of the school's work
 - the school's admissions policy is lawful and does not exclude pupils with SEND.
- Improve pupils' outcomes through higher-quality teaching, learning and assessment so that all pupils make consistently strong progress by ensuring that:
 - all teachers have appropriate subject knowledge
 - teachers consider pupils' abilities when they plan work
 - work is suitably demanding for all pupils, including the most able, and enables them to deepen their knowledge and skills
 - pupils with low prior attainment are provided with the support they need
 - pupils acquire appropriate speaking, literacy and numeracy skills
 - pupils display consistently positive attitudes towards learning.
- Improve provision in the sixth form by ensuring that:
 - a broader curriculum that meets the needs of all students is provided
 - all students receive independent careers advice and guidance.
- 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

- Leaders have not developed an ambitious culture in the school. The quality of education is poor, and leaders do not have the knowledge, skills or experience required to improve it adequately. Leaders do not have sufficient awareness of the independent school standards.
- The school library contains books that promote extremist views and support for an Islamic State. For example, a series of aims set out in one book includes 'To help the Taliban government in the accomplishment of enforcement of Shari'ah in Afghanistan' and 'To struggle for the creation of Islamic states in which the Islamic canons will enforced practically [sic]'. On the front page of this book are the words 'Don't make the Jews and the Christians your friends'. Other books contain misogynistic messages and condone physical punishment. For example, one book states that '...within limits one may use the cane to the necessary extent' when punishing a child. These books sit alongside contemporary fiction on the library shelves. Pupils have access to the library daily. School leaders say that they were unaware of the existence of these texts. However, the texts were stamped with the school's name. Leaders are not preparing pupils for life in modern Britain. These materials are actively undermining fundamental British values and are not compliant with the Equality Act 2010.
- Leaders do not implement school policies effectively and they do not take appropriate action to ensure that pupils are kept safe. The school site is poorly maintained. The building is damp. The outside space which has been designated as a playground is dangerous. It is strewn with debris and rodent traps and an exit gate to the main road is always open, allowing unsupervised access to and from the general public.
- Pupils with SEND are excluded from attending the setting. The admissions policy states that the school is unable to cater for pupils with SEND. This is not compliant with Schedule 10 of the Equality Act 2010 and amounts to direct discrimination.
- The curriculum is poorly designed and too narrow. Pupils study Islamic studies and Hifz for three hours every morning, without a break. Pupils then study the national curriculum at key stage 3 and GCSE courses at key stage 4 each afternoon. Since the last inspection, leaders have introduced art, food technology and music at key stage 3. This is taught for 40 minutes per week on a rotating basis. This does not allow for pupils to develop these skills beyond a superficial level. At key stage 4, the curriculum is very narrow. There are no opportunities for pupils to study art, music, drama, technology, history or geography. This limits pupils' post-16 and future career options.
- Pupils are taught about different religions during citizenship lessons. This provides them with a basic awareness of the other faiths. However, there are limited opportunities within the curriculum to develop a deep appreciation and tolerance of different faiths. Moreover, the curriculum does not actively promote pupils' understanding and respect for all protected characteristics.
- Leaders do not monitor the quality of teaching effectively and teaching staff are not supported in their work. Teachers' expectations of what pupils are capable of are too low, particularly in afternoon lessons when pupils study English, mathematics, science and

citizenship. This has a negative impact on pupils' outcomes.

- Pupils' SMSC development is inadequate. Pupils are not given suitable opportunities to experience the rich tapestry of life in Birmingham, modern Britain and beyond. The curriculum is narrow and restrictive and extra-curricular opportunities are limited to badminton and Nasheed (Islamic chanting). Pupils do not have opportunities to contribute to society in a meaningful way, for example through involvement in charitable work. There have been no opportunities for pupils to engage in outdoor PE this year.
- Leaders have not ensured that pupils are prepared for life beyond school and in modern Britain. Pupils lack confidence when speaking and often use simple sentences. Pupils have a very limited understanding of current affairs.

Governance

- Governance is ineffective.
- Governors have not ensured that the school is meeting the independent school standards. They do not fulfil their responsibilities effectively and they do not systematically check the quality of education.
- Governors do not hold the headteacher to account. There is no formal appraisal system in place.
- Governors have allowed a culture to develop in the school where pupils are not safe and where their welfare is compromised. Governors have permitted inappropriate extremist materials that undermine fundamental British values and actively promote intolerance and discrimination to be stocked and made available to pupils in the school library.
- Governors have not ensured that the school premises are safe and fit for purpose.

Safeguarding

- The arrangements for safeguarding are not effective.
- The school has a safeguarding policy published on its website which takes into account current government requirements. However, this is not implemented effectively.
- Staff recruitment procedures are appropriate. Leaders ensure that those appointed to work in the school are suitable to work with children. Staff receive regular safeguarding training and know the procedures to follow if they are concerned about a child's welfare.
- The library contains inappropriate extremist material that any pupils attending the school can access easily. This is a basic failure to protect pupils.
- The school site is poorly maintained. Pupils, staff and visitors are required to take their shoes off when inside the school building. However, parts of the building are very damp and in places the floor carpet becomes saturated when it rains. The outside space that has been designated as a playground is not appropriate. The space doubles as a car park and is strewn with rubbish. The gate to this space is constantly open, allowing free movement on and off the school site. There is no external lighting at the front of the building, where pupils and staff are required to muster in the event of a fire.
- Attendance records are poorly maintained. Leaders do not monitor the attendance of students in the sixth form accurately, and they do not know if any pupils or students are persistently absent from school.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not consider pupils' abilities when they plan. All pupils are given the same work regardless of their prior attainment. Occasionally, pupils are offered extension work, but this does not challenge them or help them develop their understanding. Typically, pupils are given work that they have done before, and should have mastered previously.
- Teachers' expectations of what pupils are capable of are too low. In a range of subjects, including English and mathematics, the activities given to pupils are too easy, and teachers readily accept poorly presented work. Work in English is littered with spelling and grammatical mistakes which teachers do not pick up.
- In some subjects, including English, teachers' poor subject knowledge hinders their teaching as they are unable to answer pupils' questions accurately and confidently.
- Assessment is used poorly across the school. Teachers do not check what pupils can and cannot do.
- Teachers have access to schemes of work. However, these schemes do not reflect what is being taught in lessons or the work seen in pupils' books. The topics taught jump around without any cohesion or purpose.
- The school does not admit pupils with SEND. However, leaders are not sure whether there are any pupils in the school with undiagnosed SEND because they do not check. Teachers have not had any training on meeting the needs of pupils with SEND and they do not adapt their teaching for pupils with low prior attainment.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils have access to extremist reading material in the library that undermines fundamental British values.
- Pupils do not have any opportunities to play or socialise outside. They do not leave the school building during the school day. Pupils do not have a break from 9am until 12.15pm. During their lunchbreak, pupils sit on the floor in the hall with no planned activities. Leaders do not ask pupils for their views on the structure of the school day.
- The curriculum restricts pupils' personal development. They have very little access to music, art, drama and sport. This prevents them from developing their individual skills and talents and limits their ability to appreciate the variety and culture around them.
- Pupils lack self-confidence and find it difficult to express themselves. Pupils say that they enjoy school, but few can articulate why.
- There is no provision in place to support pupils' emotional well-being. Pupils do not receive any structured pastoral support or advice.
- Pupils study citizenship in key stages 3 and 4. In these lessons, they learn about basic differences between religions.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils' attitudes towards learning are poor. Work in books is frequently poorly presented and unfinished. During the afternoon lessons, pupils are not as focused as they are in their morning Islamic studies lessons.
- Leaders have implemented a behaviour policy that pupils and staff understand. Leaders keep a record of poor behaviour but do not record the sanctions that have been applied. Consequently, leaders are unsure whether there have been any fixed-term exclusions this year.
- Pupils' attendance in 2018 was low and has declined further this year. In several year groups, current attendance is below 90%. Leaders do not monitor persistent absence from school and were unable to provide this information to inspectors.
- The pupils who spoke to inspectors said that bullying in school is rare but that when it does happen teachers are quick to resolve it.

Outcomes for pupils

Inadequate

- Pupils' attainment at the end of Year 11 in 2018 declined overall in mathematics, science and citizenship. Pupils currently in the school make insufficient progress from their starting points. This is because teachers do not consider pupils' abilities when they plan, and the work they prepare is not challenging enough. As a result, pupils' outcomes are inadequate.
- Pupils' progress in English and mathematics is weak. Pupils in key stage 3 are not developing the literacy and numeracy skills they require to be successful in key stage 4. Pupils frequently make basic mistakes. For example, in key stage 3, pupils use capital letters inappropriately and do not use commas and full stops correctly.
- Pupils are not developing the literacy and numeracy skills they need to be successful in the next stage of their education or future employment. Pupils lack confidence when they speak and find it difficult to express themselves clearly and fluently.
- The most able pupils are not provided with sufficient challenge in lessons. This prevents them from developing their knowledge, understanding and skills sufficiently. As a result, they do not achieve as well as they should.
- Pupils with low prior attainment are making weak progress across key stages 3 and 4. This is because teachers do not consider their needs when they plan, and they are not helped to understand their work.
- The curriculum is narrow and restrictive, and pupils do not receive appropriate careers advice and guidance. As a result, pupils do not attain the qualifications and information appropriate for them to progress on to the next stage of education, training or employment.

Sixth form provision

Inadequate

- Leaders have not ensured that the independent school standards are met consistently.

- The sixth-form curriculum is insufficient and limiting. Islamic studies is the only option available on site. A small number of pupils attend the sixth form part-time. This group of pupils also study part-time at a local college.
- Students in the sixth form are not provided with any careers advice and guidance or given any opportunities to partake in work experience. The majority of students leave the school at the end of Year 12 with fewer than 10% continuing into Year 13. Those who leave move on to other courses and apprenticeships. Although this is loosely tracked by leaders, they do not check the appropriateness of each destination.
- Leaders do not track and monitor students' attendance as they should. When a student is absent from school, leaders do not seek to find out the reasons why. Consequently, when a student is absent, leaders are not sure whether he is at college, at home or elsewhere. Students' attendance in the sixth form is low. However, leaders are unsure whether this is because they have been attending college. Leaders do not keep in regular contact with the local college to enquire about students' progress or welfare.
- During the inspection, there was very little sixth-form teaching taking place. In the lessons inspectors were able to visit, they were not purposefully planned, and planning did not consider students' different abilities. Inspectors were unable to consider students' work over time as there were no books or folders available.

School details

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| Unique reference number | 134571 |
| DfE registration number | 330/6106 |
| Inspection number | 10092451 |

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.

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| Type of school | Other independent school |
| School category | Independent school |
| Age range of pupils | 11 to 19 |
| Gender of pupils | Boys |
| Gender of pupils in the sixth form | Boys |
| Number of pupils on the school roll | 132 |
| Of which, number on roll in sixth form | 23 |
| Number of part-time pupils | 7 |
| Proprietor | Jamia Islamia (Birmingham) Trust Limited |
| Chair | Rezaul Haque |
| Headteacher | Mohammed Haroon Hussain |
| Annual fees (day pupils) | £1,800 |
| Telephone number | 0121 772 6400 |
| Website | www.jamiaislamiabirmingham.co.uk |
| Email address | jamiabham@hotmail.co.uk |
| Date of previous inspection | 11 to 13 July 2017 |

Information about this school

- Jamia Islamia is an independent Islamic school for boys aged 11 to 19. The school is a smaller-than-average sized secondary school and is situated in the Sparkbrook area of Birmingham. All pupils are from minority ethnic backgrounds. The largest ethnic group is Bangladeshi. The school operates on a single site and does not use alternative provision.
- The school premises are used as a Madrassa every weekday evening during term time.

This is open to pupils from other schools.

- The last standard inspection of the school took place in July 2017. The school's overall effectiveness was judged to require improvement. Several independent school standards were not met.
- Pupils study the national curriculum at key stage 3 and a range of GCSE courses at key stage 4. Pupils study Islamic studies every morning.
- The sixth form is small and offers only Islamic studies. A small number of students in the sixth form attend a local college for part of the week.
- There are no pupils on roll who have an education, health and care (EHC) plan. There are no pupils on roll with identified SEND. This is because leaders do not assess pupils for SEND.
- Pupils come from a range of socio-economic backgrounds. The school does not receive any additional funding for disadvantaged pupils.

Information about this inspection

- Inspectors visited lessons to observe teaching and learning across a range of subjects in key stage 3 and key stage 4 and the sixth form. Most of these observations were undertaken jointly with school leaders.
- Inspectors reviewed pupils' learning over time through scrutiny of work in their books. This activity was undertaken jointly with leaders.
- Inspectors spoke with pupils in key stage 3 and key stage 4, and with students in the sixth form, about their experiences at the school.
- Meetings were held with leaders to discuss their evaluation of the school's effectiveness and the impact of their work.
- Inspectors met with a group of trustees to discuss the independent school standards and their role in leading and managing the school.
- Inspectors reviewed a range of documentation, including safeguarding records and procedures, curriculum plans, behaviour records and attendance information.
- There were no responses to the pupils' survey or the staff survey. There was one response to Ofsted's online questionnaire for parents, Parent View.

Inspection team

Niall Gallagher, lead inspector

Her Majesty's Inspector

Julie Griffiths

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 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; and
- 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 aims 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)(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;
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 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;
- 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) ensures that principles are actively promoted which–
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further 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) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
 - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–

- 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
- They are offered a balanced presentation of opposing views.

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; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour
- 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.
- 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 4. Suitability of staff, supply staff, and proprietors

- 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)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications.

Part 5. Premises of and accommodation at schools

- 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 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(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.
- 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 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;
 - 34(1)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

- Arrangements made to fulfil duties under schedule 10 of the Equality Act 2010.

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