

Darul Uloom Islamic High School

521–527 Coventry Road, Small Heath, Birmingham B10 0LL

Inspection date

12 May 2016

Overall outcome

Independent school standards not met

Context of the inspection

- This unannounced progress monitoring visit was conducted at the request of the Department for Education, which is the registration authority for independent schools.
- The last full inspection was in October 2015, when the overall effectiveness of the school was judged as inadequate.
- The school's action plan to address the findings from the last full inspection was evaluated by Ofsted in February 2016. The outcome of the evaluation was that if the proposals were fully implemented, the school's action plan is likely to meet requirements.
- The inspectors observed learning in all classes and one lesson was jointly observed with the acting headteacher. Some work in pupils' workbooks was evaluated during observations.
- Discussions took place with the acting headteacher, pupils, governors, other leaders, teachers and administrative staff.
- The inspection team scrutinised a wide range of documentation including the school's action plan, safeguarding and child protection information. Other documents were examined to check the school's compliance with the independent school standards and to provide evidence of the school's progress since the last inspection.

Main findings

- Leaders and managers have not ensured that pupils are safe and protected from extreme views.
- Leaders have not ensured that pupils' understanding of fundamental British values or equalities is effectively promoted.
- Leaders have not improved teaching, learning and assessment. There is no evidence of pupils receiving feedback on how well they are doing and teaching resources remain sparse. Pupils are not given adequate time to write at length in English or develop mathematical reasoning skills. The curriculum is not balanced.
- Governors do not have an accurate picture of the school's strengths and weaknesses. The school has not had a permanent headteacher since last year.
- Some developments such as schemes of work (expectations of what pupils should learn) and policies have been put in place since the last full inspection, but there is no evidence of the impact of these changes.
- Leaders and managers have not made enough progress towards meeting the independent school standards, as nearly all remain unmet.

Summary of the progress made by the school towards the areas for improvement (**in bold**) outlined at the time of the previous full inspection in October 2015.

- **Take urgent action to rectify the weaknesses in safeguarding and actively promote pupils' welfare through:**
 - **ensuring that safeguarding policies and procedures follow the latest government guidance, and meet statutory requirements and the independent school standards**
 - **publishing an up-to-date safeguarding policy on the school's website**
 - **ensuring that admissions and attendance registers are kept in accordance with the requirements of the independent school standards and that rigorous steps are taken to establish the whereabouts of pupils who are missing from education**
 - **ensuring that when staff are appointed to the school all of the required checks are made and recorded accurately**
 - **ensuring that the premises are maintained to a safe standard by the implementation of effective health and safety policies.**
- The full inspection in October 2015 found that there were a number of safeguarding weaknesses which caused concern.
- Leaders have worked with Birmingham local authority to put an up-to-date safeguarding policy in place and publish this on the school's website. Leaders and staff have had training in preventing extremism and radicalisation, and been given the latest government safeguarding guidance, such as 'Keeping children safe in education 2015'. However, the impact of this work has not rectified safeguarding weaknesses. A large number of copies of a leaflet containing highly concerning and extremist views, such as 'Music, dancing and singing are acts of devil and prohibited' were discovered during the inspection. The leaflets were found in areas shared by the school and adjoining mosque which are used by leaders and in areas used by the pupils from the school. In addition, not all staff had signed the school's register to say they had received the latest government safeguarding guidance. Therefore, leaders and staff are failing to safeguard the pupils, protect them from extreme views and adequately promote fundamental British values.
- Completed attendance registers were seen during the inspection. However, leaders were unable to clearly account for the difference between the number of pupils in the school on the day of the inspection and the number of pupils on roll.
- Child protection and 'pupils missing in education' records are inadequate. Important information is missing and some actions taken by the school to follow up concerns have been too slow.
- Since the last inspection, changes have been introduced to the checks made by the school when staff are appointed. However, records are still incomplete and concerns raised in references are not followed up. Additionally, if a full reference is not returned to the school, candidates, rather than leaders, are asked to source a character reference.
- Leaders have put an appropriate health and safety policy in place.
- A number of serious safeguarding concerns remain and consequently this requirement is still not met.
- **Improve the leadership and management of the school by:**
 - **ensuring that all statutory requirements are met, including those related to safeguarding, and that school policies are implemented, monitored and reviewed**
 - **ensuring that senior leaders and governors practise the fundamental British values that they teach to pupils**

- **governors and senior leaders modelling values of respect and tolerance so that all governors and leaders can participate fully as equals in meetings**
 - **increasing the checks that leaders make on the quality of teaching and progress made by pupils, and ensuring that leaders use the information from these checks to put in place prompt actions to bring about improvement**
 - **providing pupils with a broad and balanced curriculum covering technological, physical, human and social, and aesthetic and creative aspects of learning**
 - **collecting assessment information on pupils in a systematic way, using this information to identify pupils that are falling behind and providing focused support to help them catch up**
 - **ensuring that governors are provided with accurate information about all aspects of the provision made for pupils, and the progress that it leads to, so that governors have an accurate view of the strengths and weaknesses of the school.**
- The full inspection in October 2015 found that there were a number of weaknesses in the leadership and management of the school causing concern.
 - A number of policies have been put in place since the last inspection. However, there is no evidence to suggest these policies have been successfully implemented and checked. As a result, a wide range of safeguarding issues and weaknesses in teaching and leadership remain.
 - Senior leaders and governors do not clearly practise the fundamental British values seen on display in the school, as they allow leaflets containing extremist views to be in the school.
 - Since the last inspection, a female governor has resigned and has been replaced by a male governor. Leaders were not able to locate any paperwork relating to the governor's resignation. There is a current vacancy for a parent governor. Leaders have not been successful in ensuring pupils are provided with an adequate gender balance among staff, governors and visiting speakers.
 - Leaders have not put in place prompt actions to bring about improvement to the quality of education provided at the school. There is some evidence of leaders' checks of the quality of teaching and progress in pupils' workbooks. However, there is no evidence that the feedback from these checks is followed up and therefore the impact cannot be measured.
 - Schemes of work have been put in place for a wider range of technological, physical, human and social, and aesthetic and creative subjects. However, there is currently little evidence of pupils' work in these subjects.
 - Leaders were not able to provide any current progress information in any subjects. Leaders and governors say a new assessment system has recently been put in place, but inspectors were shown no evidence of this. As a result, leaders still do not have a systematic way of identifying those pupils who are falling behind or require further challenge.
 - Governors do not have an accurate picture of the strengths and weaknesses of the school, as they are not provided with detailed progress information and are not aware of ongoing safeguarding weaknesses.
 - There has not been a permanent headteacher in the school since last year. The proprietor has been ill for some time and the chair of governors was abroad at the time of this inspection. Governors are currently advertising for a permanent headteacher.
 - A number of serious leadership and management concerns remain and consequently this requirement is still not met.
- **Improve the quality of teaching, learning and assessment, and as a result ensure that pupils in all year groups make better progress by:**
 - **teachers using schemes of work (expectations of what pupils should learn in all subjects) to plan learning activities that meet the needs of pupils of all ages and abilities**

- **pupils receiving and acting on accurate and timely feedback from their teachers on how well they are doing and what they can do to improve their work**
 - **teachers providing more opportunities for pupils to write at length in English lessons and other subjects, and giving more attention to improving pupils' punctuation, grammar and spelling skills**
 - **pupils using and applying their mathematical learning through activities that develop their reasoning and understanding of mathematical concepts**
 - **pupils having access to good quality resources to support their learning in all curriculum subjects.**
- The full inspection in October 2015 found that there were a number of weaknesses in the quality of teaching, learning and assessment.
 - Schemes of work have been put in place for all the subjects taught in the school. However, there is considerable variability in the quality of the schemes of work between subjects. For example, only the schemes of work for English, Urdu and mathematics include assessments and plans for pupils of different abilities. The schemes of work for all other subjects, including Arabic, Bangla, science and religious education lack these details and therefore do not support better pupil progress. Schemes of work do not contain any references to the Equality Act 2010 and therefore pupils are not taught about the protected characteristics, which include age, disability, race, sexual orientation, religion and belief, for example.
 - No evidence was seen of teachers' feedback to pupils.
 - No evidence was seen of teachers providing more opportunities for pupils to write at length in English or giving more attention to improving pupils' spelling, punctuation and grammar skills.
 - No evidence was seen of pupils using and applying their mathematical learning through activities that develop their reasoning and understanding of mathematical concepts.
 - Some evidence of more resources to support learning was seen in the form of text books in some subjects and computing. However, the few books seen in classrooms were very limited in range.
 - In the lessons seen, pupils had almost no opportunity to develop speaking, listening or teamwork skills, as they are nearly always working alone. While there is some evidence of learning taking place, this is very limited due to the lack of interactions and higher-level questioning, for example.
 - A number of teaching, learning and assessment concerns remain and consequently this requirement is still not met.
- **The school must meet the following independent school standards:**
 - **Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is implemented effectively (paragraph 2(1), 2(1)(a)).**
 - **Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC) and do not undermine fundamental British values (paragraph 2(1), 2(1)(b)(i) and 2(1)(b)(ii)).**
 - **Ensure that pupils gain experience in technological, physical, human and social, and aesthetic and creative aspects of learning, as well as linguistic, mathematical, scientific and Islamic studies (paragraph 2(2), 2(2)(a)).**
 - **Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2), 2(2)(b)).**
 - **Ensure that pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options, and helps to encourage them to fulfil their**

potential (paragraph 2(2), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).

- Ensure that all pupils have the opportunity to learn and make progress and receive effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2), 2(2)(h) and 2(2)(i)).
- Ensure that teaching enables all 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 (paragraph 3, 3(a)).
- Ensure that teaching 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 (paragraph 3, 3(b)).
- Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
- Ensure that teaching 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 (paragraph 3, 3(d)).
- Ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught and utilises effectively classroom resources of a good quality, quantity and range (paragraph 3, 3(e) and 3(f)).
- Ensure 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 (paragraph 3, 3(g)).
- Ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraph 3, 3(i))
- Ensure that the spiritual, moral, social and cultural development of pupils 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 (paragraph 5, 5(a)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- Ensure that the relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that 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 appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b)).
- Ensure the proprietor carries out appropriate checks to confirm in respect of each member of staff appointed to work at the school, such person's medical fitness and, where appropriate, the person's qualifications (paragraph 18(2), 18(2)(c), 18(2)(c)(ii), 18(2)(c)(iv) and 18(3)).
- Ensure the checks on relevant staff members' qualifications are recorded in the single central register (paragraph 21(1), 21(3), 21(3)(a)(iv)).
- Ensure that for each member of a body of persons named as the proprietor checks are made, including an enhanced criminal record check, confirmation of identity and right to work in the United Kingdom, and, by reason of the person living or having lived outside the United Kingdom, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the

Secretary of State, and ensure that the date the checks were made and the date on which the resulting certificate was obtained are recorded in the single central register (paragraph 21(1), 21(6), 21(7), 21(7)(a) and 21(7)(b)).

- **Ensure that 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 (paragraph 23(1), 23(1)(c)).**
- **Ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).**
- **Ensure that the lighting in each room or other internal space is suitable, having regard to the nature of the activities that normally take place therein (paragraph 27, 27(a)).**
- **Ensure that the name of the headteacher, contact details of the proprietor during school holidays, and the name, address and contact details of the Chair of the Governing Body are made available to parents of pupils and parents of prospective pupils (paragraph 32(1), 32(1)(a)).**
- **Ensure that the policy on misbehaviour and exclusions, and information about the academic performance of pupils, are made available to parents of pupils and parents of prospective pupils (paragraph 32(1), 32(1)(b)).**
- **Ensure that any information reasonably requested in connection with an inspection under section 109 of the Education and Skills Act 2008, which is required for the purposes of the inspection, is provided to the body conducting the inspection (paragraph 32(1), 32(1)(g)).**
- **The proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a)).**
- **The proprietor must ensure that leaders and managers fulfil their responsibilities effectively, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(b)).**
- **The proprietor must ensure that leaders and managers actively promote the well-being of pupils (paragraph 34(1), 34(1)(c)).**

- Leaders have put a written policy on the curriculum in place, but there is no evidence this has been implemented effectively. For example, the policy states that the biggest timetable weighting has been given to English and mathematics, but inspection evidence and school timetables show that pupils study Arabic for approximately half of the school day.
- Not all written policies, plans and schemes of work take into account the ages, aptitudes and needs of all pupils.
- Pupils' experience in technological, physical, human and social, aesthetic and creative aspects of learning is very limited.
- Pupils are not given sufficient opportunity to improve their speaking, listening, literacy and numeracy skills.
- Leaders have introduced careers guidance for pupils, although it is not clear how impartial this is or if it enables pupil to make informed choices about a broad range of careers options.
- Teaching does not use effective teaching methods, activities or management of class time, or show a good understanding of the aptitudes, needs and prior attainments of the pupils. Nor does teaching demonstrate good knowledge and understanding of the subject matter being taught and utilise effectively classroom resources of a good quality, quantity and range. Therefore teaching does not enable all pupils to make good progress according to their ability or foster creative effort.
- Leaders say that a framework to assess pupils' work is now in place, but no evidence was seen of this. Therefore it is not clear if assessment information is used to plan teaching so that pupils

can progress.

- Some schemes of work have links to fundamental British values. However, not all schemes do and therefore leaders have not ensured the consistent promotion of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs in all subjects.
- Leaders have not ensured that adequate arrangements are made to safeguard and promote the welfare of pupils at the school.
- Leaders have put an appropriate written risk assessment policy in place.
- Leaders have carried out appropriate checks to confirm the suitability of each member of staff appointed to work at the school, such as medical fitness and qualifications.
- Leaders have ensured the checks on relevant staff members' qualifications are recorded on the single central record.
- Leaders have ensured that appropriate checks on members of the governing body are recorded and dated on the single central record. However, there was some uncertainty among governors whether all of the names of the governing body on the record were up to date.
- Leaders have ensured that suitable changing accommodation and showers are now provided for pupils.
- Leaders have ensured, on the whole, that the school premises and facilities provided are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. However, there are a few areas of the school which still require redecorating for example.
- Leaders have ensured that the lighting in each room or other internal space is suitable.
- Leaders have added the name of the headteacher, contact details of the proprietor during school holidays, and the name, address and contact details of the chair of the governing body to the school website.
- Leaders have added the school's behaviour policy and information about previous pupils' GCSE academic performance to the school website.
- Leaders have not ensured that all information reasonably requested in connection with an inspection is provided to the body conducting the inspection. For example, pupil progress information, minutes of school council meetings and analysis of attendance were not provided during this inspection.
- The proprietor has not ensured that leaders and managers demonstrate good skills and knowledge appropriate to their role, as a number of the independent school standards remain unmet and serious safeguarding concerns remain.
- The proprietor has not ensured that leaders and managers fulfil their responsibilities effectively.
- The proprietor has not ensured that leaders and managers actively promote the well-being of pupils, as, for example, there are child protection and serious safeguarding concerns.
- A significant number of the independent school standards remain not met.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- Take urgent action to rectify the weaknesses in safeguarding and actively promote pupils' welfare through:
 - ensuring that all staff, leaders and managers are fully aware of the latest government safeguarding guidance
 - ensuring that admissions and attendance registers are kept in accordance with the requirements of the independent school standards and that rigorous steps are taken to establish the whereabouts of pupils who are missing from education

- Improve the leadership and management of the school by:
 - ensuring that senior leaders, governors and staff have robust systems in place to protect pupils from extremism and radicalisation
 - ensuring that all statutory requirements are met, including those related to safeguarding, and that school policies are implemented, monitored and reviewed
 - ensuring that senior leaders and governors practise and actively promote fundamental British values and equalities to pupils
 - ensuring that leaders use the information from checks on the quality of teaching, learning and assessment to bring about improvement
 - providing pupils with a broad and balanced curriculum covering technological, physical, human and social, and aesthetic and creative aspects of learning
 - using assessment information to identify pupils who are falling behind and providing focused support to help them catch up
 - ensuring that governors are provided with accurate information about all aspects of the provision made for pupils, and the progress that it leads to, so that governors have an accurate view of the strengths and weaknesses of the school.

- Improve the quality of teaching, learning and assessment, and as a result ensure that pupils in all year groups make better progress, by:
 - ensuring that schemes of work (expectations of what pupils should learn in all subjects) meet the needs of pupils of all ages and abilities
 - ensuring that pupils receive and act on accurate and timely feedback from their teachers on how well they are doing and what they can do to improve their work
 - ensuring that teachers provide more opportunities for pupils to write at length in English lessons and other subjects, and give more attention to improving pupils' punctuation, grammar and spelling skills
 - ensuring that pupils use and apply their mathematical learning through activities that develop their reasoning and understanding of mathematical concepts
 - ensuring that pupils have access to good-quality resources to support their learning in all curriculum subjects.

- The school must meet the following independent school standards:
 - ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC) and do not undermine fundamental British values (paragraph 2(1), 2(1)(b)(i) and 2(1)(b)(ii))
 - ensure that pupils gain experience in technological, physical, human and social, and aesthetic and creative aspects of learning, as well as linguistic, mathematical, scientific and Islamic studies (paragraph 2(2), 2(2)(a))
 - ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2), 2(2)(b))
 - ensure that pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options, and helps to encourage them to fulfil their potential (paragraph 2(2), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii))
 - ensure that all pupils have the opportunity to learn and make progress and receive effective preparation for the opportunities, responsibilities and experiences of life in British society

(paragraph 2(2), 2(2)(h) and 2(2)(i))

- ensure that teaching enables all 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 (paragraph 3, 3(a))
- ensure that teaching 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 (paragraph 3, 3(b))
- ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c))
- ensure that teaching 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 (paragraph 3, 3(d))
- ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught and utilises effectively classroom resources of a good quality, quantity and range (paragraph 3, 3(e) and 3(f))
- ensure 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 (paragraph 3, 3(g))
- ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraph 3, 3(i))
- ensure that the spiritual, moral, social and cultural development of pupils 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 (paragraph 5, 5(a))
- ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b))
- ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15)
- ensure that any information reasonably requested in connection with an inspection under section 109 of the Education and Skills Act 2008, which is required for the purposes of the inspection, is provided to the body conducting the inspection (paragraph 32(1), 32(1)(g))
- the proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a))
- the proprietor must ensure that leaders and managers fulfil their responsibilities effectively, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(b))
- the proprietor must ensure that leaders and managers actively promote the well-being of pupils (paragraph 34(1), 34(1)(c))
- arrangements are made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

Inspection team

Stuart Bellworthy, lead inspector

Her Majesty's Inspector

Mary Maybank

Ofsted Inspector

Information about this school

- Darul Uloom Islamic High School is an independent Muslim school that provides full-time education for boys. Although registered for pupils between the ages of five and 19, the school currently only admits pupils between the ages of 11 and 16.
- The school opened in 1985 and is located on the same site as the Jami Mosque and Islamic Centre.
- There is currently an acting headteacher as the previous holder of this post left the school during the last year and a permanent replacement has yet to be appointed.
- A new chair of the governing body has been appointed since the last inspection.
- Pupils have to pass entrance exams to be admitted to the school.
- The school provides both Islamic and secular education.
- The school does not make use of any alternative provision. The school does not run any off-site units.
- There are no pupils with disability or pupils who have special educational needs at the school.
- Currently all the families that send their children to the school are practising Muslims. These families come from a wide variety of backgrounds, including those of British, Asian and African origin.

School details

Unique reference number	103586
Inspection number	10017857
DfE registration number	6087

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Muslim faith school
School status	Independent school
Age range of pupils	5–19
Gender of pupils	Boys
Number of pupils on the school roll	116
Number of part-time pupils	0
Proprietor	Dr Moulana Abdul Rahim
Chair	Mr Nozmul Hussain
Headteacher	Mr Azharul Islam (acting)
Date of previous school inspection	13–15 October 2015
Annual fees	£2,500
Telephone number	0121 772 6408
Website	www.darululoom.org.uk
Email address	contact@darululoom.org.uk

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



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

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

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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

Interested in our work? You can subscribe to our website for news, information and updates at <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016