

# Holy Rosary Catholic Primary School

Alexandra Road, Burton-on-Trent, Staffordshire DE15 0JE

## Inspection dates

3–4 October 2017

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Inadequate</b>
Early years provision	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leadership over time has been inadequate. Monitoring and evaluation have not focused sufficiently on the quality of teaching. Teachers and other staff have not been supported in their professional development. As a result, the quality of teaching and pupils' outcomes have declined significantly since the previous inspection and are inadequate.
- School improvement plans are not fit for purpose. They do not clearly identify the most pressing priorities for the school and the actions required to bring about the necessary improvements.
- Governors have not ensured that they are sufficiently well informed about the quality of teaching and learning and the progress that pupils make in school. They have not fulfilled all their statutory requirements in relation to the school website and the use of additional funding.
- Provision for pupils with English as an additional language is not effective. The support provided is often not appropriate for the pupils' needs.
- The teaching of phonics is ineffective, and, as a result, pupils do not make sufficient progress in early reading.
- Assessment systems are not used effectively to monitor pupils' progress and to plan learning that is appropriate to pupils' needs.
- Teachers' subject knowledge is not secure in reading, writing and mathematics. Teachers' expectations of what pupils can and should achieve are too low, especially for the most able pupils. Teaching assistants are not consistently effective in supporting pupils' learning. Pupils do not have enough opportunities for extended writing and to undertake problem-solving in mathematics.
- Pupils do not display consistently positive attitudes to learning, as teaching is not matched sufficiently well to their interests or abilities.
- Pupils do not have a secure understanding of how to keep themselves safe.
- There is no consistent approach in the early years provision to developing children's language skills.

### The school has the following strengths

- Provision for pupils' spiritual, moral, social and cultural development is a strength of the school.
- The acting headteacher and deputy headteacher have made a positive start in addressing some of the school's weaknesses.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### What does the school need to do to improve further?

- Improve the quality of leadership to secure and sustain improvements in the quality of teaching and pupils' outcomes by ensuring that:
  - leaders, including those who manage the early years and the provision for pupils who have special educational needs and/or disabilities, develop their skills in accurately monitoring and evaluating all aspects of the school's work
  - school improvement plans are sharply focused on the most pressing priorities for the school, and have well-thought-out actions, tightly defined success criteria and timescales for when improvements will take place
  - leaders set teachers performance targets that are closely linked to improving the quality of teaching and pupils' outcomes
  - assessment systems are used effectively to track pupils' progress
  - leaders develop precise plans for the use of additional funding for disadvantaged pupils, and monitor the impact on these pupils' outcomes
  - leadership of provision for pupils with English as an additional language is developed to ensure that early intervention and support are more closely matched to the pupils' needs
  - all staff receive professional development opportunities that match their specific needs, especially in the teaching of phonics.
- Improve governance of the school by ensuring that governors:
  - have a secure and accurate understanding of how pupils are achieving and use this information to hold leaders to account
  - make sure that pupil premium funding is used effectively to diminish difference in outcomes between those of disadvantaged pupils and those of other pupils nationally
  - make sure that the school website complies with statutory requirements.
- Improve the quality of teaching and learning across the school, especially in reading, writing and mathematics by:
  - ensuring that all teachers have secure subject knowledge and use this to plan activities that are appropriate to the needs and abilities of the pupils in their classes
  - making sure that teachers have sufficiently high expectations of what pupils can and should achieve and set tasks that are sufficiently demanding, especially for the

most able pupils

- developing and implementing a whole-school approach to the teaching of early reading, including phonics
  - ensuring that teachers are accurate in their assessments of pupils' progress and use this information to plan lessons and activities that are accurately matched to the abilities of the pupils
  - developing opportunities for pupils to apply their mathematical skills and knowledge in problem-solving using reasoning
  - extending opportunities for pupils to write independently and at length, both within English and across the curriculum
  - ensuring that teaching assistants are used effectively to support learning within classes.
- Improve pupils' behaviour, personal development and welfare by:
- ensuring that teaching is sufficiently interesting and engaging so that all pupils sustain concentration and show positive attitudes to learning
  - further developing pupils' understanding of how they can keep themselves safe in a range of situations.
- Improve the early years provision by:
- ensuring that teachers and other adults provide more opportunities to promote children's language development.

An external review of the school's use of pupil premium funding should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Since the previous inspection, leaders have been ineffective in maintaining the high standards that were in place. Monitoring of teaching and learning has been infrequent, unreliable and unrealistic in its evaluation of the school's weaknesses. As a consequence, leaders have taken insufficient action to address the weakest teaching and to support teachers and other staff through appropriate professional development opportunities. Teaching is now inadequate and this results in pupils making inadequate progress as they move through the school.
- Newly qualified teachers have not received the advice that they require from leaders during their first year of teaching. As a result, they have been unsupported and have not developed their teaching skills sufficiently. Leaders have not provided these teachers with accurate assessments of their performance or worked with the local authority to enable newly qualified teachers to complete successfully their first year's teaching.
- Leaders' evaluation of the quality of teaching and its impact on pupils' outcomes and attainment has been over-optimistic. Inspectors saw evidence of this in reports that governors received from leaders over the past three years about pupils' progress. The statements made in these reports were often inaccurate compared with the actual attainment and progress of pupils as they moved through the school.
- Current leaders have a more accurate view of the quality of teaching and recognise that too many pupils do not make enough progress. However, they are at an early stage in developing their skills in monitoring and evaluation, and have not yet demonstrated that they have the capacity to bring about the necessary improvements. While they have made positive changes to some aspects of the school's work, including strengthening safeguarding arrangements, they are understandably reliant on support from the diocese and the newly established informal partnership with a local good school.
- School improvement plans do not focus on the most important and pressing priorities for the school. Actions are not sufficiently well defined and there are no clear success criteria to allow leaders to measure the impact of the actions that take place. There is an absence of tightly defined timescales within the plans to ensure that improvement is carried out with the necessary sense of urgency.
- Systems for managing teachers' performance are not effective. Teachers' targets are not closely aligned to the progress of groups of pupils. Leaders' monitoring of teachers' in-year progress has not been carried out with sufficient rigour. As a result, decisions about pay progression have been made without appropriate reference to the impact of teaching on pupils' learning. There has been no performance management by governors of the headteacher in recent years so that he has not been held accountable for the leadership of the school. Governors are now taking advice from an external consultant on setting appropriate targets.
- Leaders have not had, over recent years, a robust assessment system in place that allows them to measure accurately pupils' achievement across the school. Leaders have

not ensured that teachers know how to assess effectively. Opportunities to compare assessments with those made by staff in other schools have not been utilised to sufficient effect. As a result, the accuracy of judgements of pupils' progress has not been precise enough.

- Leadership of provision for pupils with English as an additional language is not effective. Leaders have not ensured that the needs of these pupils have been appropriately met. There is an over-reliance on supporting pupils in their home language and not in developing their understanding of English.
- There is no coherent plan for the allocation and use of the pupil premium funding. Although current leaders now have a clearer idea about how the funding will be spent, they have not translated this understanding into a strategic plan. The impact of the use of the additional funding has not been accurately evaluated over recent years.
- The school currently has two websites. This causes confusion and neither meets the requirements set by the Department for Education.
- Leaders of the provision for pupils who have special educational needs and/or disabilities have ensured that support has been provided for these pupils. They have worked well with outside agencies to provide advice to parents. However, leaders do not accurately monitor the impact that the additional funding has on provision across the school or use assessment information well to measure these pupils' outcomes.
- Until very recently, leaders have not sought support and advice from the local authority or the diocese. Governors are now very aware that they need external support if the necessary pace of improvement is to be achieved.
- Leaders have recently revised the curriculum to ensure that it is broad, balanced and appropriate to the needs of the pupils. This has resulted in a common understanding among staff as to what they are required to teach. Pupils in both key stage 1 and key stage 2 study French and comment positively on this. Leaders have drawn up new plans for topics that are intended to allow greater opportunities for the application of writing and mathematics in other subjects. However, it is too early to judge the impact of these changes on pupils' learning. Pupils are encouraged to take part in extra-curricular activities, including a choir and a range of sporting activities. These support pupils well in their cultural and physical development.
- The additional sports funding is used effectively. Leaders make use of a local sports partnership that provides training for staff. The range of activities for pupils has been expanded to include sports such as archery that appeal to pupils who had previously been reluctant to participate in extra-curricular clubs. Older pupils have been trained as sports leaders to support other pupils in active play on the playgrounds.
- There is a strong focus on supporting pupils' spiritual, moral, social and cultural development. Pupils are encouraged to have pride in their own faith but also to understand and respect other people's beliefs and cultures. Pupils support a range of charities, including Marie Curie and the Salvation Army. They work with the local community, including inviting local residents to music performances.
- Leaders encourage pupils to become positive and responsible citizens. Elections to the school council help pupils understand the principles of democracy. Respect for others is engendered through assemblies and personal and social education lessons.

- Parents are generally very positive about the impact of the acting headteacher in the short time that he has been in post. Many commented that he is a highly visible presence around school and are appreciative of the changes that he has made, especially in relation to improving safeguarding arrangements in school.
- The school may not appoint newly qualified teachers to its staff.

### **Governance of the school**

- Governors recognise that they have not, until relatively recently, been sufficiently knowledgeable about the effectiveness of the school. They have not, over time, received information that provided them with an accurate assessment of the school's strengths and weaknesses.
- Governors have not ensured that they have discharged all their statutory duties, including monitoring the impact of the pupil premium funding and ensuring that the website meets all requirements.
- Recent changes to the governing body, including the election of an experienced chair of governors, have put them in a stronger position to ask the searching and challenging questions of leaders that are necessary. They have revised the arrangements for recording the minutes of their meetings so that they provide a clearer account of discussions and the actions that are to take place. However, governors are keen to receive additional advice on how they can further improve their effectiveness.
- Governors have taken strong action to address their concerns over school leadership. They have worked closely with the diocese to begin ensuring that pupils are safe, well-taught and making good progress. Governors were open and realistic with inspectors about the scale of the improvements that still need to take place.

### **Safeguarding**

- The arrangements for safeguarding are now effective.
- Leaders and governors have taken strong and incisive action to improve safeguarding arrangements over recent months. They commissioned an audit from the local authority that identified where there were weaknesses in the school's procedures. This has resulted in a strengthening of leaders' awareness of their responsibilities. Leaders have taken appropriate action to address all less-effective practice.
- Records relating to child protection and safeguarding cases have been revised so that they more closely track the actions taken to support vulnerable pupils. The school safeguarding policy has been updated so that it matches current legislative requirements. Leaders have improved fire safety checks to minimise risks inside and outside the school building.
- Staff with responsibility for administering the single central register are now well trained and ensure that all necessary checks are carried out when new members of staff are appointed. Previously there had been gaps in carrying out all the necessary safer recruitment checks. Governors and leaders have taken steps to ensure that all staff, visitors and volunteers do not pose a risk to pupils.

- Leaders are developing a culture of safeguarding within the school. Staff are increasingly aware of their collective responsibilities in keeping safe and secure.

### Quality of teaching, learning and assessment

### Inadequate

- Teaching over time has been inadequate and leaders have not taken appropriate action to bring about the necessary improvements. The current leaders are realistic that too much teaching fails to meet the needs of pupils.
- Teachers' subject knowledge is weak, especially in reading and mathematics. As a result, teachers do not ensure that pupils are clear about what they are learning. Teachers do not provide sufficient focus on the individual learning needs of pupils. At times, teaching is confusing and inaccurate. Teachers do not identify basic errors, such as the spelling of months of the year, and, as a result, pupils repeat them.
- Teachers' expectations of what pupils can and should achieve are too low. The work that is set is often undemanding and easily within the capacity of many of the pupils in the class. Inspectors saw evidence in books that all pupils in a class are often set the same piece of work. This means that for some pupils it is too easy and for others it is too difficult. This mismatch is particularly marked for the most able pupils. Teachers do not ask pupils sufficiently challenging questions that require them to think deeply and justify their answers. There are too many occasions when pupils are unoccupied when they finish a piece of work, waiting for the teacher to tell them what to do next.
- The teaching of phonics is inadequate. There is no whole-school, systematic approach to this aspect of early reading. Teachers and other staff are at times inaccurate in the way that they model the sounds in words. Many of the less able pupils struggle to blend sounds to form words and this has a detrimental effect on their reading and writing. Teachers have not been provided with appropriate and recent training on the teaching of phonics.
- Currently, teachers do not have a sufficiently clear understanding of the progress that pupils are making and are not in a strong enough position to set ambitious targets for attainment. The acting headteacher has taken steps to improve assessment arrangements, including checking the accuracy of teachers' assessments and making better use of formalised tests. However, these changes are in the early stages of implementation.
- Teaching assistants are not used effectively in lessons. They often undertake mundane administrative tasks rather than effectively supporting the learning of groups or individuals. Teaching assistants tend to work with the less able pupils. These pupils become over-reliant on the support they receive and are not provided with strategies to work independently.
- Pupils who speak English as an additional language are not supported well enough. There is an over-emphasis on providing them with instructions in their home language, rather than developing their knowledge and use of English. This is particularly the case for pupils who are beginning to develop confidence in speaking English.
- Teachers provide pupils with a range of opportunities to develop their understanding of grammar and punctuation. However, pupils are not given sufficient opportunities to apply these skills in extended pieces of independent writing. Teachers sometimes fail to

ensure that pupils' specific needs in the use of punctuation are accurately identified and this slows the progress of some pupils.

- There is a focus on developing pupils' knowledge of computational skills, such as addition and multiplication in mathematics. As a result, pupils develop a secure grasp of core skills. However, there are currently far too few opportunities for pupils to apply these skills in problem-solving using reasoning. Where teachers provide these, pupils are more engaged in their learning and make much more rapid progress over time. Inspectors saw this during the inspection in a Year 6 mathematics lesson, where pupils were set problem-solving tasks that required them to think deeply and justify their answers. However, these opportunities are not available consistently.
- Relationships between adults and pupils are generally positive. Pupils are keen to work and generally settle quickly to an activity. Where teaching is more effective, there is a productive flow of questions and answers between teachers and pupils and the pace of learning is accelerated.
- Pupils speak positively about the new higher expectations for standards of presentation. These have resulted in a rapid improvement in the way that pupils set their work out and the quality of their handwriting. There is a clear contrast between the standards of presentation from the last academic year and the work that pupils have produced this year.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not show consistently positive attitudes to learning. This is often the result of teaching that fails to capture their interest or is inappropriate for their abilities or needs. Pupils are not provided with enough opportunities to become resilient, independent learners who engage fully in all aspects of their school work.
- Pupils say that they feel safe in school. They have a good understanding of how to keep themselves safe when using the internet, and know about not giving out personal information to people online. However, pupils are less clear about how to keep themselves safe in a wider range of situations, including in relation to alcohol and drugs. Pupils who spoke to inspectors were uncertain about how the school helps them to develop the skills and knowledge to keep themselves safe.
- Pupils appreciate the range of responsibilities that leaders give them, including as prefects and representatives on the school council. The opportunities to act as play leaders at breaktime and lunchtime allow older pupils to support younger ones. This also demonstrates the emphasis that leaders place on ensuring that pupils develop an understanding of the importance of healthy lifestyles and physical exercise.
- Pupils are caring, considerate and polite. They hold doors open for each other and adults and show good manners, saying 'please' and 'thank you'. They demonstrate through their attitudes and behaviour the strong ethos of care and respect that is central to the school's work.



- Pupils say that there is little bullying and are confident that, if it were to occur, adults would deal with it quickly and effectively. They know that unkind words and actions can be distressing for others, and work hard to ensure that all pupils feel protected in school. The very large majority of parents who responded to the online survey, Parent View, felt that their children were safe in school. Parents who spoke with inspectors commented positively on the actions that the acting headteacher has taken to improve safety in and around the school.

## Behaviour

- The behaviour of pupils requires improvement.
- There are occasions in some classes when pupils lose interest in their learning and become involved in low-level disruption. This tends to occur when the teaching is not matched to the needs and abilities of pupils. When this happens, the behaviour of a minority of pupils distracts other pupils from their learning. Teachers in these situations are not quick enough to take appropriate action. Pupils confirmed that inappropriate behaviour is not consistently dealt with quickly enough by staff.
- Most teachers set clear behaviour expectations for pupils. The recently introduced system of 'dojos' allows teachers to recognise and reward positive behaviour while having sanctions available if standards slip. Pupils believe that this approach is fair, and respond well to its application.
- The very large majority of pupils behave well in lessons and at less structured times, including lunchtime and breaktime. Behaviour in the dining room is good, with pupils talking quietly to their friends and listening to the instructions of the supervisory staff.
- Attendance is good and remains consistently above the national average. Leaders take swift and effective action to address any decline in the attendance of individual pupils. Parents recognise the importance of ensuring that their children attend regularly and on time. No groups of pupils are disadvantaged by poor attendance.

## Outcomes for pupils

## Inadequate

- There has been a decline in pupils' outcomes over recent years. Too many pupils make insufficient progress from their starting points in school. Progress is inconsistent due to the inadequate teaching that is evident in too many year groups.
- Pupils' attainment at key stage 1 has declined over recent years and was below the national average in reading, writing and mathematics in 2016. Provisional assessment information indicates that attainment in these subjects was again below that seen nationally in 2017.
- The most able pupils, including the most able disadvantaged pupils, do not make sufficient progress and consequently too few attain the higher standards by the time they leave the school in Year 6, especially in reading and mathematics. Evidence gathered during the inspection, including from scrutiny of pupils' work, observations in lessons and the school's own assessment information, shows that the most able pupils in school are undertaking work that is too easy and, as a result, not making the progress of which they are capable.

- Pupils' achievement in reading is particularly weak. In the 2016 reading test in Year 6, the progress that pupils of average ability had made was significantly lower than that of similar pupils nationally. The proportion of pupils who met the expected standard in the Year 1 phonics screening has fallen over the past three years and was below the national average in both 2016 and 2017.
- Outcomes for current pupils are not yet improving. Inspectors saw evidence in pupils' books of a lack of progress due to teaching that was poorly matched to their needs.
- While published assessment information shows that pupils make better progress in writing than in mathematics and reading, evidence in pupils' books does not support this. Teachers' writing assessments provide an over-optimistic view of pupils' attainment.
- The pupil premium funding is not used effectively to support the small number of disadvantaged pupils in school. As a consequence, differences between their outcomes and those of other pupils nationally are not diminishing rapidly enough.
- Pupils who speak English as an additional language generally achieve similar outcomes to other pupils in school. However, their pace of progress is hampered, particularly when they first arrive in school, by support that does not help them to gain a rapid grasp of spoken English.
- Pupils who have special educational needs and/or disabilities make similar progress to their classmates. Some of the one-to-one support provided by education assistants is particularly effective, with tasks matched well to the individual pupil's need. Where this is the case, pupils' gaps in learning close rapidly.
- Where teaching is more effective, pupils make far stronger progress over time. However, too many pupils currently in school are being held back due to a legacy of inadequate teaching.

### Early years provision

### Requires improvement

- Children start in the early years provision with skills and knowledge that are broadly typical for their age. However, an increasing proportion start with very limited skills in spoken English. This has an initial impact on their progress.
- The proportion of children who achieved a good level of development by the time they left the Reception class had fallen in 2017 to slightly below the national average. This meant that, while the majority of children were prepared for the next stage of education in key stage 1, they had not made good progress from their starting points.
- The quality of teaching in the early years provision requires improvement. Teachers and other adults are not consistent in their approach to promoting children's language development. Adults too often do not use questioning well to allow children to reply with extended answers.
- The leadership of the early years provision requires improvement. The leaders are not yet sufficiently skilled in monitoring and evaluating the quality of provision and developing plans that identify how the provision can improve further. This is because, until recently, the school had not provided training and opportunities to learn from good and outstanding practice in other early years settings.

- At the time of the inspection, children had attended the Reception class for only four weeks and the pre-school class for an even shorter period. However, due to the nurturing environment that the staff had created, children had settled quickly and happily. Children understood their routines and cooperated well with each other, taking turns and listening attentively to the adults. Children behave well and understand the need to show consideration for others.
- Teachers plan activities that engage children's attention and help them to develop a range of important skills. For example, children in the Reception class were observed identifying numbers from cards and then carefully counting out and threading the correct number of small hoops onto sticks of spaghetti. The activity combined a number of skills, including developing manual dexterity, and number recognition.
- Leaders regard parents as important partners in the children's education. Information from parents is used well to contribute to the initial assessments that staff carry out when children enter the early years provision. It is also used effectively by teachers to identify each child's needs and abilities. Parents who spoke with inspectors were very positive about the support that their children had received to help them settle in confidently to school life.
- All safeguarding and welfare requirements are met. The recent actions that school leaders have taken to strengthen safeguarding arrangements across the school have had a positive impact on early years provision.
- Children are encouraged to consider their own safety when they are involved in independent activities. For example, in the pre-school class, staff were careful to remind children about the need to not taste the 'squirty foam' that they were investigating and to wash their hands when they had finished the activity.
- The very small number of disadvantaged children are well catered for and their individual needs are addressed through additional support.

## School details

Unique reference number	124327
Local authority	Staffordshire
Inspection number	10008243

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	Governing body
Chair	Cecilia Emery
Acting Headteacher	Timothy Brogan
Telephone number	01283 562 686
Website	<a href="http://www.holyrosary.org.uk/">www.holyrosary.org.uk/</a>
Email address	<a href="mailto:head@holyrosary.staffs.sch.uk">head@holyrosary.staffs.sch.uk</a>
Date of previous inspection	21–22 September 2011

## Information about this school

- The school does not meet requirements on the publication of information about use of the pupil premium funding, use of the primary sports funding, the school's most recent key stage 2 results, the curriculum, the behaviour policy, the accessibility plan for disabled pupils, and the charging and remissions policy on its website.
- Holy Rosary Catholic Primary School is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is well below average. The majority of pupils are White British. Most other pupils are from an Eastern European background.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics

for pupils by the end of Year 6.

- A breakfast and after-school club operates on the school site. It is run by a private organisation and was not part of the inspection.
- The acting headteacher has been in post since September 2017. He had previously undertaken the role on a short-term basis during the absence of the previous headteacher who left the school in July 2017.
- The chair of governors took up the role in May 2017.
- The governors took over the management of the pre-school provision in September 2015.

## Information about this inspection

- The inspectors observed pupils' learning in 21 lessons or parts of lessons. A number of these observations were undertaken jointly with the acting headteacher and the deputy headteacher.
- The inspectors looked at work in pupils' books and listened to pupils read. They met with a group of pupils, including members of the school council. The inspectors observed pupils' behaviour at lunch and breaktimes, as well as in lessons.
- The inspectors looked at a range of documentation, including the school's checks and records relating to safeguarding, child protection and attendance, records of how teaching is managed and the school improvement plans.
- Meetings were held with the acting headteacher, the acting deputy headteacher, the special educational needs coordinator and the early years leader. The lead inspector met with two governors, including the chair of the governing body, and with two representatives from the diocesan education board. He held a telephone conversation with a representative of the local authority.
- The inspectors took account of the 35 responses to Ofsted's online questionnaire, Parent View, and a letter from a parent. They also talked to parents at the start of the school day.

## Inspection team

Adam Hewett, lead inspector	Her Majesty's Inspector
Ellen Taylor	Ofsted Inspector
Anna Smith	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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