

Ladypool Primary School

Stratford Road, Sparkbrook, Birmingham, B11 1QT

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In some lessons, teachers do not provide enough work that extends pupils' learning to help them reach higher standards. This is particularly the case for pupils who have the potential to reach or exceed the standards expected for their age.
- Although pupils' achievement is improving, gaps remain between the progress of disadvantaged pupils and others across the school. The most-able pupils in some classes fall short of reaching higher levels in English and mathematics.
- The teaching is not always engaging or challenging enough for pupils in Key Stage 1. As a result, pupils are not building on the good start they have made in the early years (Nursery and Reception).
- Teachers are not always asking the right questions in lessons to deepen pupils' understanding and knowledge. This slows learning and prevents pupils from mastering higher levels of understanding.
- Staff are not evaluating the impact of interventions and the support provided for disabled pupils and those who have special educational needs to help them make more rapid progress towards their learning targets.
- Pupils do not have enough opportunities to edit their writing accurately; they make unnecessary spelling errors. Although reading is given high priority to raise standards, pupils are not reading widely or often enough. Some do not read with full understanding and pupils' limited use of vocabulary slows their progress.

The school has the following strengths

- The headteacher and governors provide good leadership. They are moving the school forward after coming through difficult times dealing with significant staff changes and what was previously some inadequate teaching.
- Children in the early years get off to a good start and make good progress in their development of early literacy and mathematics.
- There are now more robust systems in place to check teachers' performance. Teachers' marking has improved and in most classes this is providing pupils with clear pointers for improvement.
- Pupils are well behaved and attentive in lessons. They are respectful and polite and there are good relationships between pupils and staff.
- The teaching is improving well in most classes. It is particularly strong in Years 5 and 6 where lesson observations, pupils' work and assessment data show that the teaching is consistently good and is helping pupils to catch up on lost ground.
- Standards are rising. Leaders, governors and staff show the capacity for sustained improvement and the school is now well placed to secure more improvements to teaching and learning.
- The curriculum is broad, balanced and enriched with interesting topics and projects for pupils to enjoy and learn. Pupils are effectively taught British values of respect and tolerance of all faiths, religions, customs and cultures.

Information about this inspection

- Inspectors observed 27 parts of lessons. A number of these were observed jointly with the headteacher or deputy headteacher. Some intervention and support groups for disabled pupils and those who have special educational needs were also observed by inspectors.
- In addition to lesson observations, inspectors reviewed pupils' work, met with groups of pupils to discuss their work, heard them read and asked them their views about school. Inspectors observed pupils' behaviour in the playground and at other times during each of the two days of inspection.
- Meetings were held with the senior and middle leadership teams; five members of the governing body, including the Chair and Vice Chair; and staff responsible for managing subjects or aspects of the curriculum. Meetings were also held with two of the local authority's advisers.
- Inspectors spoke informally to a number of parents and carers and considered the responses to the most recent school survey of parents' views. There were not enough responses to the online Ofsted questionnaire, Parent View, for inspectors to analyse the results.
- Inspectors looked at a range of documentation including: the school's improvement plans; information about pupils' achievement, progress and performance; governing body minutes; and information related to teaching, behaviour, attendance and safeguarding.
- The school has received two monitoring inspections since its previous full inspection in January 2014 when it was judged that the school required improvement.

Inspection team

Charalambos Loizou, Lead inspector

Her Majesty's Inspector

Mitchell Moore

Her Majesty's Inspector

Collette Higgins

Additional Inspector

Full report

Information about this school

- This school is larger than most primary schools.
- The early years comprises a Nursery class for three-year-old children who all attend part time, and two Reception classes for four-year-olds who attend full time.
- Most pupils are from minority ethnic backgrounds; the largest groups are represented by pupils of Pakistani or Bangladeshi heritage. A large number of pupils, well above the national average, are learning English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium (additional government funding to support pupils known to be eligible for free school meals and children looked by the local authority) is well above average.
- The proportion of pupils receiving special educational needs support is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Key Stage 2.
- There have been significant staff changes since the school's last inspection in January 2014. The deputy headteacher took up her current post in September 2014.
- The school is involved in a number of partnerships and collaborations with other schools.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils are offered the right level of challenge in all classes by:
 - planning more work and extension tasks specifically for pupils who have the potential to reach or exceed age-related levels in reading, writing and mathematics
 - making sure that during lessons teachers and support staff routinely and regularly check that pupils correct mistakes and provide time for pupils to do this while the work is fresh in their minds
 - asking more challenging questions in lessons, rather than going over too much work already learned, to help pupils think harder; and giving time for pupils to respond fully with clear answers that enable them to reach higher levels of understanding
 - making sure that staff check the impact of interventions and work planned for disabled pupils and those who have special educational needs to help them all make more rapid progress.
- Make sure that teachers in all Key Stage 1 classes build on the good start made in the early years by:
 - making sure that lessons always engage, challenge and interest pupils; that the same school-wide expectations are set for learning behaviour; and that pupils are expected to produce more work
 - adapting tasks and activities during lessons better to meet pupils' needs and abilities
 - letting the pupils speak or answer questions fully and clearly to improve their confidence, speech and use of vocabulary
 - making sure that pupils build on the good start they made learning letters and sounds (phonics) in the early years when reading unfamiliar words and when writing independently.
- Sustain the improvements to pupils' achievement in reading, writing and mathematics by:
 - narrowing still further the gap between the achievement of pupils eligible for the pupil premium and others
 - using more effective methods to help pupils improve the accuracy of their spelling, punctuation and handwriting
 - providing more varied and interesting books for pupils to read; checking more frequently that pupils are improving their reading skills; and making sure that pupils read widely and often
 - providing more opportunities for pupils to develop and improve their problem-solving skills in all mathematics lessons and use the most effective calculation methods to solve problems.

Inspection judgements

The leadership and management are good

- Since the last inspection and subsequent monitoring inspections, the headteacher has been brave, determined and successful in raising achievement and improving teaching. The restructured senior and middle leadership teams now consist of skilful and effective practitioners who share a common vision for sustained improvement. Together with a more focused and effective governing body, leaders are securing significant improvements to pupils' achievement and teachers' performance.
- The many staff changes since the previous inspection have been necessary to eliminate inconsistent practices and weak teaching. It is understandable, therefore, that these changes and the restructuring of roles and responsibilities have been unpopular with some staff. This is reflected in the minority of those expressing concerns in the staff survey. Nonetheless, leaders and governors are steering the school on a sustained course of improvement.
- The changes are working. Inspection evidence confirms that standards are rising after a period of decline; teaching is improving well; pupils who had previously underachieved are catching up on lost ground; attendance rates are rising; persistent absenteeism is reducing significantly; and pupils' behaviour and attitudes to school and learning have improved markedly since the last inspection. There is now good capacity for sustained improvement to teaching and learning right across the school.
- Senior leaders provide clear direction and oversight of the school and work closely with governors. Leaders undertake accurate evaluations of teaching and provide effective support and guidance to staff through well-devised training. There are good opportunities for leaders and staff to see and share best practice with other schools, including within a teaching school alliance. Where teaching requires improvement, leaders provide appropriately tailored teaching plans and implement effective performance management measures to check and scrutinise improvement. The restructuring of staff roles and responsibilities is now closely linked to pay progression and pupils' progress and performance.
- Senior and middle leaders who are responsible for each phase or key stage undertake lesson visits to support and review teaching and learning. Nevertheless, they are not always addressing some key weaknesses in teaching, such as teachers' questioning or the pace and challenge being offered to middle and higher ability pupils. Although teachers' plans are scrutinised regularly and there are routine reviews of pupils' work and progress, there is still scope to refocus leaders' efforts on improving teaching in some Key Stage 1 classes where the level of challenge for the most-able pupils is not ambitious enough.
- Disabled pupils and those who have special educational needs receive a good range of interventions to support their learning and help them make more progress. Most of these are helping pupils to make good progress, but some intervention programmes and support are not having enough impact on achievement in literacy and mathematics. This is because those responsible for the oversight of special educational needs provision are not checking sufficiently to see what difference each programme is making and whether other programmes or resources would be better suited to meet the needs of each pupil.
- The curriculum is broad, balanced and relevant to all pupils. A rich and broad variety of projects, visits and special themes enliven pupils and make learning interesting and enjoyable. A recent visit to Birmingham City Council chambers to meet the Lord Mayor enabled pupils to experience at first hand the workings of local democracy. A visit to the Royal Ballet, based in Birmingham, added to the broad creative and artistic work that the school provides for pupils. These and many more examples make a significant contribution to pupils' spiritual, moral, social and cultural development. This results in good behaviour and attitudes to learning in lessons.
- The primary school's physical education and sport funding is used well to support participation in sport. In addition to regular physical education lessons, after-school sessions provide good opportunities for pupils to engage in team games, sports events and activities that promote healthy and active lifestyles.
- The systems used to assess learning are robust and the information available to check pupils' progress is accurate and accessible to staff and governors. This is helping to identify and target pupils early who may

be at risk of underachieving.

- In cooperation with other local schools, leaders and staff have already started to implement consistent procedures for assessing pupils in preparation for the revised National Curriculum. From September 2015, schools will not be required to use prescribed attainment levels and Ladypool Primary School is well on the way to implementing effective systems for assessing pupils' work and progress without levels. Leaders and governors have also stepped up their scrutiny and improved the accuracy of data about pupils' achievements through more robust and systematic pupil progress reviews.
- The local authority provides only light touch support and has reduced the regularity of its reviews, reflecting the fact that the school has improved its leadership capacity and no longer requires intensive scrutiny. There are effective partnerships with good and outstanding local primary schools with opportunities to see and share best practice.
- Staff are vigilant and effective in keeping pupils safe. The parents that spoke to inspectors and the most recent school surveys of parents' views were positive about the school and are pleased with the way that leaders and staff are committed to pupils' well-being and safety. Staff vetting and safeguarding procedures are robust and fully meet statutory requirements. This was the case when the school was last monitored by Ofsted in April 2014.
- **The governance of the school:**
 - Governance has improved since the last inspection and is now good and effective. The governing body is in the process of restructuring and refining committees and roles for governors having completed a thorough skills audit. The Chair, Vice Chair and other key governors keep in regular touch with the headteacher and deputy headteacher to hold leaders and staff to account for pupils' achievement and staff performance.
 - The performance of staff is clearly linked to pay progression and management responsibilities. Governors receive regular updates about pupils' progress and have a good understanding of accurate pupil performance data, enabling the governing body to challenge underperformance. This includes the achievement of disadvantaged pupils where there remain gaps between their attainment and progress and that of other pupils nationally.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. This is a significant improvement since the last inspection. In nearly all of the lessons observed, inspectors found pupils to be attentive and well behaved. Pupils are keen to learn and do their best. They cooperate well when working in groups or with a partner, and are willing to tackle problems, demonstrating resilience and perseverance.
- Pupils behave well and safely outside of lessons. They are trusted to take on responsibilities, such as ambassadors, monitors, librarians or when looking after younger pupils at break times. The ambassadors are good role models. School councillors make a significant contribution to their school community and come up with ideas and suggestions to improve the school.
- Staff with responsibility for managing pupils' behaviour and pastoral support, as well as class teachers and supervisory staff, keep diligent records and logs of incidents of poor behaviour, racism or bullying. These incidents are now very rare and records show a significant reduction in cases.
- There are very good opportunities for pupils to learn about other faiths, customs and traditions through religious education, the arts, music, themed topics, projects and educational visits. The school is successful in promoting a strong emphasis on tolerance and equality, which prepares pupils well for life in a modern democratic Britain.
- Pupils have good manners, are polite and generally show respect for others' feelings. They are helpful and courteous to adults and visitors, and are helpful and respectful to pupils with disabilities or when a child has an accident. In these instances, they are quick to volunteer to alert an adult or seek help.

- In a few lessons observed, particularly in Key Stage 1, pupils strayed off task because the teaching was not challenging them enough. In these lessons, pupils were not expected to produce enough work because the staff were less vigilant when pupils worked independently and expectations were not high enough.
- Leaders and staff keep robust records and monitor patterns of absence well. Staff have worked well with parents to encourage pupils to attend regularly and to come to school on time. As a result, attendance is improving and edging closer to the national average. The school is also using effective measures by working with families to reduce persistent absence rates, which are primarily caused by families who choose to take extended family holidays during school term-time without the authorisation of the school.

Safety

- The school's work to keep pupils safe and secure is good. All pupils who spoke with inspectors said that school is a safe and secure place to play and learn. Relationships with other pupils are usually positive and pupils trust adults to sort out playground arguments, if they arise, and look after them if they have an accident or feel poorly.
- Pupils have a good understanding of how to keep themselves safe when playing outside and when using the internet. During this inspection and previous monitoring inspections, pupils were able to explain the precautions they need to take when using computers, including the use of online messaging sites. Pupils say that bullying is rare. Pupils confirmed that the few incidents, like name-calling or teasing, are dealt with very well by leaders, teachers and support staff.
- Pupils have a good understanding of the different types of bullying, including cyber bullying and racism. Supervision at break times is well managed. Lunchtime supervisors understand the school's expectations and routines when recording incidents or dealing with accidents. Ambassadors, older Key Stage 2 pupils and school councillors contribute and support other pupils as well as helping to improve and care for their school community.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not yet led to consistently good achievement for all pupils. The work in pupils' books, assessments of their progress and observations of learning in lessons show that there is not enough consistently good teaching in all phases of the school. However, inspection findings also confirm that teachers are increasingly adopting more consistent practice; this is having a positive impact on raising standards and improving pupils' achievement. The majority of responses to the staff questionnaire and most of the parents spoken to during the inspection are pleased with the improvements to teaching.
- The headteacher and senior leaders are improving the quality of teaching but also recognise that teachers do not always probe or extend pupils' learning enough. In some lessons, teachers do not expect pupils to go over mistakes or errors while these are fresh in pupils' minds. In the most effective lessons, teachers probe and question pupils to make sure they understand the next steps in their learning. This good level of questioning is not yet common practice in some classes, resulting in pupils making slower progress.
- The teaching of phonics (the sounds that letters make) has improved very well in the early years but this is not yet being built on sufficiently when the children start Key Stage 1. Some good teaching enables pupils to catch up by the end of Year 2, but too many pupils do not read with full understanding and fluency by the time they start Key Stage 2. In addition, and particularly in Key Stage 1, teachers are not always expecting pupils to answer questions fully in complete sentences or engage in conversations during class discussions that extends their use of vocabulary.
- Teachers and support staff are improving the way they teach writing as pupils are able to write at length with increasing accuracy. Nonetheless, some pupils make unnecessary spelling errors and use limited vocabulary when extending sentences when writing independently. This is because too many pupils do not read often or widely enough to extend their use and knowledge of vocabulary. Workbooks show that the quality of pupils' handwriting, together with the use and accuracy of punctuation, vary across the school,

reflecting inconsistent expectations across classes and subjects.

- Teachers have improved the consistency of marking in pupils' books. There are good examples where suggestions on how pupils might improve are made. In most year groups, samples of pupils' work show that work has been corrected with care and pupils were provided with ideas to make their work even better. However, some writing books still have too many spelling errors and, in mathematics books, pupils are not always setting out their calculations clearly enough to demonstrate that they fully understand how to tackle or solve problems.
- The teaching of reading, writing and mathematics is strongest and more consistent in Years 5 and 6 and there are increasing pockets of good practice in other classes in Years 1 to 4. However, in some lessons, particularly for the most-able pupils and those who have the potential to reach age-related levels, teachers are not expecting enough of pupils to build more rapidly on what they already know. This is currently more evident in some Key Stage 1 lessons where there are still inconsistencies and relatively lower expectations of what pupils are expected to learn.
- Observations, pupils' work and assessments show that there is good and outstanding teaching in Years 5 and 6 and in the early years. This is helping pupils to make rapid progress and catch-up on lost ground. One of the reasons for this is the timely and effective reorganization of pupil groupings. The pupils have been assessed and grouped by ability to enable teachers to plan English and mathematics lessons and tasks for pupils of similar abilities. This enables staff to focus their efforts on extending each pupil's learning within a narrower ability range. These arrangements, although costly in terms of staff and resources, are working well.
- Most lessons are well structured, pupils are managed well and positive relationships are developed. In the most effective lessons where pupils achieve well, pupils show keen attitudes to work that contribute well to their learning. They sustain their concentration and interest for lengthy periods, particularly when involved in solving open-ended problems in mathematics. Displays around the school are bright and reflect the wide range of opportunities on offer to the pupils, as well as the good contribution that the school's planned curriculum makes to pupils' personal development.
- Both teachers and support staff plan and teach small groups of disabled pupils and those who have special educational needs. In addition, new arrivals or those in the early stages of learning English are provided with support that is usually well planned to meet their needs in mainstream lessons so they can work with their classmates and sometimes separately in small groups. Pupils who have special educational needs make similar rates of progress as other pupils, but teachers and those responsible for monitoring these pupils are not always checking the impact of each intervention programme to make sure they are best suited to help all the pupils reach their expected learning targets.

The achievement of pupils

requires improvement

- Standards are rising securely and pupils' achievement is improving even though attainment in English and mathematics is below average by the end of Year 2 and Year 6. Senior leaders have correctly identified that there is still work to do to sustain improved achievement in all classes and for all pupils. Visits to classrooms during the inspection indicated that teachers are planning more opportunities for independent writing and some challenging problem-solving work in mathematics lessons. Pupils are rising to the increased challenges with enthusiasm and resilience.
- The vast majority of three- and four-year-old children start school with skills and abilities that are well below those typical for their age, particularly in personal and social development and in language and communication.
- Current pupils from Year 1 to Year 6, including the large number of pupils who speak English as an additional language, make broadly expected progress in reading, writing and mathematics. Although improving, some pupils in Years 1 to 4 are not making faster than the expected progress compared to pupils nationally. Pupils do not routinely exceed the expected rate of progress because of inconsistencies in the teaching; the work in some classes is not always demanding enough for all pupils.

- Pupils make good progress in Years 5 and 6 because of consistently good teaching. There is also some good teaching in other year groups but this varies between classes and across subjects. Pupils do well in lessons when teachers and support staff successfully build on what pupils know and can do, and have a secure understanding of how to teach reading, writing and mathematics.
- In the most productive and effective lessons, teachers insist on good presentation and handwriting as well as higher standards of work. This is not always the case, particularly in Key Stage 1. Workbooks also show that in some classes pupils are not always given time to show their calculations when problem-solving in mathematics or time to correct errors while they work. In addition, the most-able pupils and those who have the potential to reach or exceed age-related levels in reading are not reading widely or often enough.
- Disabled pupils and those who have special educational needs make reasonable progress that is similar to other pupils across the school. The gap between the achievement of these pupils and others is closing, but there remain some inconsistencies when intervention programmes are not having the desired effect. For example, pupils who find reading and writing difficult to master are not always being assessed to identify programmes or reading and writing resources that are better suited to their specific learning needs. In some classes or withdrawal groups, there is an over-reliance on worksheets which stifles pupils' progress in writing.
- Disadvantaged pupils (those eligible for pupil premium funding) make expected progress. The gap between these pupils and other pupils in the school is narrowing, and is closing faster than the national rate for similar pupils. Current attainment information shows that they are approximately one term behind their classmates in most year groups although the gap is wider in Key Stage 1. When compared to all pupils nationally, disadvantaged pupils are less than half a term behind in reading, writing and mathematics.
- The most recent national assessments show that the most-able pupils made expected progress but did not reach the standards of which they were capable, particularly in reading and mathematics where too few gained the higher Levels 3 and 5 (Key Stages 1 and 2 respectively). Nonetheless, the most able in Years 5 and 6 are now doing much better, particularly in mathematics where a significant proportion are on course to reach very high standards this year. Leaders are already using much improved assessment systems to identify and target pupils in Years 1 to 4 who have the potential to reach or exceed the standards expected for their age in reading, writing and mathematics.

The early years provision is good

- Children's work and progress show that early years provision is making a good contribution to their all-round development. There is good teaching and strong leadership in the early years. The staff are vigilant, caring and effective in making sure that the children play and learn together safely and productively.
- Good teaching, combined with strong pastoral support for both children and families, in the Nursery and Reception Years are getting the youngest children off to a good start. The staff have a good understanding of this phase of education and have built strong working relationships with children and their families. All staff have a well-developed knowledge of the early years assessment requirements.
- The youngest children have settled very well into the routines of the Nursery. Adults know and look after their children well, and set them tasks that are usually interesting and varied. Activities in both the Nursery and Reception classes are linked to children's own experiences, such as role-play shopping, cooking or going to the 'car wash' when children clean their bikes. In the Nursery, very calm and effective reading sessions, involving adults sharing books and reading aloud with small groups, are well planned to provide children with good quality stories and interesting books to share and read with their friends.
- There are good systems in place for staff to check on the progress made by children. Assessments are accurate so that teachers and support staff have a clear understanding of the needs of all children and a firm basis for planning children's learning. The children's learning journeys are catalogued individually for

each child and are very well presented. The children are very proud of these and this was illustrated when an inspector was invited by some Reception children to look at their work. The children happily read aloud examples of their previous work while thumbing through their journals.

- The teaching is consistent and effective across the Nursery and Reception classes. There are daily opportunities for indoor and outdoor play and experimenting with the effects of different textures and materials, such as sand and water. The children explore the world around them and are energised by the many and varied opportunities they have to investigate, for example when designing and making their own kites then testing them to see how well they fly.
- Children, whatever their starting points or backgrounds, make good progress in early reading and writing. Teachers and support staff are good at linking the teaching of early reading with that of early writing. The staff insist that children form letters correctly when they teach the sounds that letters make. There is a strong emphasis on speaking and listening which provides strong foundations for the children's development of early language and literacy. However, there are occasions when adults expect the children to wait their turn for too long when showing them new sounds on prompt cards during phonic sessions. This slows the pace of learning.
- There are regular opportunities each day for children to count objects and identify patterns in shapes and numbers. This too is providing firm foundations for the children's development of early mathematics.
- Reception children are rapidly developing their understanding of letters and sounds (phonics) to break down component sounds in unfamiliar words but this is not being built on at the same pace or effectiveness in Year 1. There is now more scope to form better transitional arrangements for effective progression of phonics into Year 1 from Reception.
- The children's communication skills are less well developed than their skills in other areas of learning when they join the school, and particularly so for the majority of children who are learning English as an additional language. Despite this, teachers and leaders make sure that all adults working with children ask questions which encourage extended responses. The bilingual support provided is effective and complements well the work being done to help children grow in confidence when they try to explain what they mean in full and talk about what they are doing.
- The children are well behaved and attentive. Children are looked after well and are encouraged to play and work together with other children sensibly. Adults successfully encourage children to cooperate and take turns. Children quickly learn to treat each other with respect and kindness. Their attitudes are good and they show a growing willingness and enthusiasm to work hard and do their best.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103265
Local authority	Birmingham
Inspection number	461402

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	452
Appropriate authority	The governing body
Chair	Shamsul Arifeen
Headteacher	Huda Ali Aslam
Date of previous school inspection	14–15 January 2014
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