

# Ayasofia Primary School

130 Cavell Street, London E1 2JA

## Inspection dates

29–30 September 2015

## Overall effectiveness

**Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Adequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leadership and management are inadequate because leaders do not hold themselves or teachers to account for the quality of education provided by the school. The curriculum is poorly planned and the quality of teaching is inadequate.
- Governors do not provide enough support or challenge to the school.
- Safeguarding is ineffective. Recruitment processes do not comply with statutory guidance. The admission register is incomplete and is inconsistent with the attendance register. The school does not ensure that all staff have received the required safeguarding training. The school's premises are poorly maintained. As a result of these failings, the safety of pupils is seriously compromised.
- The curriculum lacks breadth. Pupils have little or no experience of human and social, and aesthetic and creative subjects. They do not have the opportunity to learn and make progress and are not prepared for life in modern Britain.
- Outcomes for pupils are inadequate. Leaders and teachers do not use the information they have to monitor pupils' progress. Teachers' planning does not meet the needs of individuals or groups of pupils with different abilities. Leaders do not ensure that systems are in place to provide appropriate support for any pupils with special educational needs.
- Teaching, learning and assessment are inadequate. Lessons are not challenging enough. As a result pupils report that the work is too easy. Some pupils are bored and misbehave.
- The school admits children whose age places them in the early years. However, curriculum provision does not deliver the seven areas of learning or review children's progress as required.
- The school's provision does not meet any part of the independent school standards.

### The school has the following strengths

- Pupils are generally polite and curious.
- Some teachers plan interesting activities in lessons.
- Senior leaders acknowledge that they need support. They have taken some action in response to some aspects of the previous inspection report.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements. The details are listed in the full report.

## Full report

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

- Improve the quality of leadership and management by ensuring that:
  - leaders and governors have the necessary knowledge and skills to ensure that all parts of the independent school standards are met
  - teachers are held to account for the quality of teaching, and receive training and professional development to help them to improve
  - the school's recruitment procedures, safeguarding practice and staff training processes meet statutory requirements relating to the safeguarding of pupils
  - the behaviour of pupils over time is monitored and the school has appropriate behaviour management strategies in place
  - provision for early years children is registered
  - the admission and attendance registers comply with all statutory requirements.
  
- Improve the quality of teaching, learning and assessment so that:
  - lessons are appropriately challenging, all pupils are engaged in their learning, they behave well and make at least good progress
  - the school knows how well pupils are doing and are expected to do, and provides support and challenge for pupils to improve further
  - teachers follow the school's assessment policy and improve the quality of feedback they give to show pupils how to improve their work
  - early years provision is effective for pupils below the age of compulsory education who are admitted to the school.
  
- 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 drawn up and implemented effectively (paragraph 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 pupils with an education, health and care plan (paragraph 2(1)(b)(i))
  - Ensure that the written policies, plans and schemes of work do 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 2(1)(b)(ii))
  - Ensure that the written policies, plans and schemes of work give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a))
  - Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(b))
  - Ensure that the written policies, plans and schemes of work provide personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equalities Act 2010 (paragraph 2(2)(d))
  - Ensure that a programme of activities is in place for pupils below and above compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development, and communication and language skills (paragraphs 2(2)(f) and 2(2)(g))
  - Ensure that all pupils have the opportunity to learn and make progress and are prepared effectively for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(2)(h) and 2(2)(i))
  - Ensure that teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 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(b))

- Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 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(d))
- Ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3(e))
- Ensure that teaching utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f))
- Ensure that a framework is in place to assess pupils' work regularly and thoroughly, and that information from that assessment is used to plan teaching so that pupils can progress (paragraph 3(g))
- Ensure that teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h))
- 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(i))
- Ensure that teaching does not discriminate against pupils, contrary to Part 6 of the Equality Act 2010 (paragraph 3(j))
- Ensure that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4)
- Ensure the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted (paragraph 5(a))
- Ensure that principles are actively promoted which enable pupils to develop their self-knowledge, self-esteem and self-confidence (paragraph 5(b)(ii))
- Ensure that principles are actively promoted which enable pupils to distinguish right from wrong, to respect the civil and criminal law of England, and encourage pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraph 5(b)(iii))
- Ensure that principles are actively promoted which enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England (paragraph 5(b)(iv))
- Ensure that principles are actively promoted which further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(v))
- Ensure that principles are actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equalities Act 2010 (paragraph 5(b)(vi))
- Ensure that principles are actively promoted which encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (paragraph 5(b)(vii))
- 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 (paragraphs 7(a) and 7(b))
- Ensure that a written behaviour policy is implemented effectively and a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9(b) and 9(c))
- Ensure that bullying at the school is prevented in so far as is reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (paragraph 10)
- Ensure that 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 first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy (paragraph 13)
- 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 that appropriate action is taken to reduce risks that are identified (paragraphs 16(a) and 16(b))
- Ensure that all required checks are made to confirm the suitability of staff, supply staff and proprietors

and that such checks are made within the required timeframe in relation to the appointment of staff, supply staff and proprietors, and that the proprietor keeps a register which shows such of the information as is required (paragraphs 17, 18, 19, 20 and 21)

- Ensure that suitable toilet and washing facilities are provided for the sole use of pupils (paragraph 23(1)(a))
- Ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils which includes a washing facility and is near to a toilet facility (paragraph 24(1))
- Ensure that the school premises and the accommodation and facilities 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 acoustic conditions, sound insulation and lighting of each room or other space are suitable (paragraphs 26 and 27)
- Ensure that suitable drinking water facilities are provided and are clearly marked as such, that they are readily accessible at all times when the premises are in use, and that they are in a separate area from the toilet facilities (paragraphs 28(1) and 28(2))
- Ensure that particulars of the school's academic performance during the preceding school year are made available to parents of pupils and parents of prospective pupils (paragraph 32(1))
- Ensure that an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil, except that no report need be provided where the parent has agreed otherwise (paragraph 32(1)(b))
- Ensure that any information reasonably requested in connection with an inspection under section 109 of the 2008 Act, which is required for the purposes of the inspection, is provided to the body conducting the inspection (paragraph 32(1)(g))
- Ensure that a complaints procedure is drawn up and effectively implemented which makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint (paragraph 33(f))
- Ensure that the complaints procedure allows for a parent to attend and be accompanied at a panel hearing, provides for the panel to make findings and recommendations, and stipulates that a copy of those findings and recommendations is provided to the complainant and, where relevant, the person complained about; and that it is available for inspection on the school premises by the proprietor and the headteacher (paragraphs 33(h) and 33(i))
- Ensure that a written record is kept of all complaints that are made, and whether they are resolved following a formal procedure or proceed to a panel hearing, and that it records the action taken by the school as a result of those complaints (regardless of whether they are upheld) and provides that correspondence, statements and records relating to individual complaints are to be kept confidential (paragraphs 33(j) and 33(k))
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, fulfil their responsibilities effectively and actively promote the well-being of pupils (paragraphs 34, 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- Leadership and management are inadequate. Leaders have not ensured that any part of the independent school standards is met.
- The relationship between the headteacher, the proprietor and the governors is unclear. The only set of minutes available for inspection is very brief. Governors acknowledge that the headteacher is overstretched, and the headteacher accepts he needs support. However, there is no evidence that governors have taken any action to provide the support he needs. As a result, the leadership of the school has limited capacity to make the required improvements.
- Leaders do not evaluate the quality of teaching and learning in the school and do not do enough to tackle inadequate teaching. The school has not provided continuing professional development for teachers, other than recent training on the 'Prevent' strategy (government advice to schools to have due regard to the need to prevent people being drawn into terrorism). Documents presented as evidence of teacher performance management include blank lesson observation forms and a school improvement report from another school. There is little or no support for teachers to improve their practice, and the quality of teaching is poor. As a result, pupils do not make sufficient progress.
- Leaders do not ensure that the school's curriculum is coordinated or delivered consistently. Curriculum documentation is contradictory and does not plan for progress in pupils' learning. As a result, the poorly planned curriculum is limited in range and lacks ambition.
- Leaders refer to being at the planning stage of implementing a number of commercial curriculum products; however, these have not been implemented.
- The school's curriculum policy does not relate to the planning of teaching. Senior leaders are reliant on support from a very recently appointed external consultant to present curriculum documentation. The school's curriculum plans were only available for inspection on the consultant's laptop. The school's plans do not match the teachers' medium- or short-term planning. For example, some subjects were included in the school's curriculum policy but not in the school's plans, and vice versa.
- Leaders do not ensure that teachers follow the school's curriculum policy. Teachers do not always complete their planning as directed, particularly when planning for the needs of pupils with different abilities. As a result, leaders do not ensure that all pupils have the opportunity to learn and make progress.
- The school does not provide a range of cultural and aesthetic learning or develop pupils' experience in technological, human and social education. Pupils in one year group said that 'we don't really do history'. The school does not include religious studies in its curriculum. Teaching refers to other religions only if they have a connection within the Islamic studies curriculum. As a result of the narrow curriculum, pupils are not prepared effectively for the opportunities, responsibilities and experiences of life in modern Britain.
- Pupils' work was available for scrutiny in English and mathematics. However, leaders were not able to present evidence of pupils' work in other subjects. There was no evidence of the teaching of technology or use of technology in lessons by pupils. As a result, pupils do not make sufficient progress in their knowledge, skills and understanding.
- Leaders do not promote equality of opportunity or ensure that the curriculum pays particular regard to the protected characteristics of the Equality Act 2010. Gender stereotypes are promoted. In one lesson girls and boys were encouraged to play with different types of toys: soft toys for girls and hard toys for boys. There is no provision for disabled pupils and there is no structured provision to support pupils with special educational needs.
- Leaders do not ensure that teachers can manage the behaviour of pupils. As a result, behaviour management is poor. For example, some teachers have to repeatedly request that pupils are quiet, which disrupts the learning of other pupils. Other pupils chat and fidget without intervention by the teacher.
- School leaders do not ensure that the school's premises are suitable. As a result, pupils' needs are not being met. While work has been done to provide separate toilets for staff and pupils, the only access to a toilet from the medical room is through the Year 1 and Year 2 classroom. Classroom displays are untidy, and the premises are poorly maintained. The joint Year 1 and Year 2 classroom has no external window and therefore there is very little natural light.
- The school publishes a parent newsletter periodically. However, senior leaders were unable to provide evidence that it reports to parents on the academic progress that their children are making.

■ **The governance of the school:**

- does not provide sufficient support to the senior leaders of the school despite knowing that the headteacher is 'very overstretched'
- does not hold the senior leaders of the school sufficiently to account for the quality of provision
- does not ensure that the requirements of any part of the independent school standards are met.
- The arrangements for safeguarding are not effective. The single central record does not contain details of required pre-employment checks. The school does not take up references for all employees, and some references that are taken are not consistent with details on the candidate's application form.
- The admission register is not compliant with requirements. The admission register was presented twice on two consecutive days following initial feedback by inspectors that it was incorrectly completed. On both occasions it was not compliant with relevant regulations and contained significant discrepancies with the school's attendance registers.
- The recording on the admission register of names of pupils who have left the school does not match the information given to the local authority when pupils are taken off roll. This information is not reported to the local authority quickly enough and details of these pupils' destinations lack detail. This places children at risk of being missing from education.

**Quality of teaching, learning and assessment** is inadequate

- Teaching is poorly planned and does not meet individual pupils' needs. In some lessons pupils are unclear what they are learning. As a result, pupils become bored and some become disruptive.
- Activities in many lessons focus on completing worksheets which are not varied for age or ability. The majority of teaching emphasises pupils' completion of tasks rather than their learning. For example, in one lesson, filling in a worksheet was treated as a race, and the teacher did not provide further learning activities. As a result, pupils become bored, lose concentration and their learning is disrupted.
- Teaching lacks challenge and, as a result, pupils do not make the progress they could. A range of pupils from different year groups said that the work was easy and some said that it was 'really easy'.
- Teachers do not follow the school's assessment policy. Written feedback to pupils is either non-existent or limited to simple descriptive comments. Teachers give pupils little guidance on how to improve their work. As a result teachers' feedback does not help pupils to make progress.
- Senior leaders do not monitor whether teachers are following the school's assessment policy or the quality of teachers' feedback to pupils. As a result, teachers are not held to account for the quality of their feedback and pupils are not supported to make the progress they could.
- Leaders and teachers demonstrate little awareness of the existence of different groups of learners. They do not monitor sufficiently the progress of individuals or groups of pupils to provide support if needed.
- Some teachers plan interesting activities. For example, a project on Mexico engaged pupils in their learning because they enjoyed sharing their best ideas. However, this level of engagement is rare. In other lessons, there was little match between the timetabled lesson and the activities taking place in the lesson. In one class, pupils from three different year groups were taught the same lesson. As a result their individual learning needs are not met.

**Personal development, behaviour and welfare** is inadequate

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is inadequate.
- The school does not promote consistently good behaviour by pupils. As a result, pupils' behaviour varies. During morning prayers, for example, pupils are well behaved. However, in some lessons teachers have to repeatedly demand that pupils are quiet.
- Attendance registers show that some pupils do not attend school for significant periods of time. The school is not rigorous in implementing strategies to prevent lateness. Pupils continually arrive late for the first morning lesson in the combined early years, Year 1 and Year 2 class. Older pupils told inspectors that some pupils are always late and 'nothing happens'.
- The school does inform the local authority when children leave the school. However, this information is not forwarded as quickly as it should be and does not tally with information recorded on the admissions

register. As a result, children may be at risk of being missing from education.

- The school does not enable pupils to develop a broad general knowledge. As a result, pupils show little or no understanding of diversity or about how people may be different. Pupils are not able to talk about democracy, laws or living in Britain, saying, 'we don't do that'.
- Opportunities for personal development are limited. Pupils told inspectors that there was no music in the school and 'no drama any more', which makes them 'sad'. Pupils said that art lessons happened 'sometimes' but often are not planned so pupils 'can do what they like'. As a result, the school does not prepare pupils to contribute to society and wider life in Britain. Some pupils said that cricket and swimming are planned for the future and they feel that this would improve the school.
- Pupils report that they feel happy or 'okay', and safe at school. Some pupils know who to go to if they were bullied. However, other pupils are confused about what they would do. Some pupils report that bullying is rare; however, others told inspectors that it does occur. This confusion demonstrates that the school does not take consistent or effective action to ensure that pupils are safe.
- The systems in place at the school do not consistently promote or prioritise pupils' safety. The school's policies relating to fire safety and health and safety were rewritten during the inspection, and the new combined 'Health and Safety and First Aid Policy' makes no reference to health and safety. Risk assessments have no previous review dates, lack detail and do not consider specific pupils' or groups of pupils' needs. No risk assessments for school trips were presented to the inspection team.
- The school does not plan for the delivery of spiritual, moral, social and cultural development. The spiritual development of the pupils is provided for, but only through the daily Islamic studies curriculum. Moral, social and cultural development is only provided if individual teachers identify relevant aspects when teaching other subjects. As a result, pupils' social, moral and cultural development is limited.
- Opportunities for personal development through play are limited because there is no outside space available at the school. At morning 'snack-time', pupils sit at their desks to eat their snacks. Pupils are able to play at lunchtime when they go to the local park. However, the park is not available for the pupils' sole use and some pupils told inspectors that when they go to the park there are 'sometimes drunk people there'. Some pupils commented that going to the park was 'fun'. The use of the park is currently being reviewed by the school as a result of health and safety concerns.
- Accommodation at the school is cramped. As a result, pupils aged from three to seven years old share the same classroom and have the same lessons. Older pupils eat their packed lunches sitting on the floor in a communal area with no natural light.
- Both staff and pupil toilets open directly onto the area where the pupils sit on the floor to eat their lunch. A separate toilet, which was previously the boys' toilet, is now provided solely for use by staff in the upper years area. All Key Stage 2 boys and girls share the same two toilets which are still labelled 'Girls'. Boys and girls each have one separate cubicle. The toilet facilities have recently been increased for the lower years. The condition of the toilets during inspection was poor. As a result, the welfare of pupils is compromised by the condition of the accommodation at the school.

## Behaviour

- The behaviour of pupils requires improvement.
- The school's policies on behaviour, anti-bullying and inclusion do not correlate with the school's staffing structure. The behaviour policy refers to staffing positions, for example 'Discipline Coordinator', which are not in place at the school. There is no evidence that governors review these policies.
- The school does not have a clear strategy for the management of pupils' behaviour. As a result, teachers are not consistent in their approach and pupils are not guided on how to manage their own behaviour.
- The behaviour of pupils varies depending on the activity in which they are engaged. At lunchtime, when pupils sit on the floor eating their lunch, they chat easily with each other. However, when they line up to go to the park some push into the queue.
- Individual pupils are generally polite and curious, and they engage well with visitors. Some pupils initiated conversation, showing curiosity and interest.
- The school does not monitor behaviour incidents effectively. A behaviour log identifies generic disruptive behaviour. However, there is no evidence of categorisation by incident or type. The school was unable to provide evidence of exclusions or serious behaviour incidents, although the headteacher confirmed that such a log does exist. This indicates that senior leaders do not understand the importance of keeping and analysing this information to support pupils' needs.

**Outcomes for pupils****are inadequate**

- The outcomes for children and learners are inadequate because of the poorly planned and narrow curriculum and inadequate teaching. As a result, pupils do not have the opportunity to make progress in a range of subjects.
- Information about the outcomes for pupils is not used well. The school has an electronic spreadsheet which includes assessment information in reading, writing and mathematics for all pupils. However, this information is not analysed by the school and therefore the school does not know whether the pupils are making expected progress.
- The school does not have adequate processes in place to check the accuracy of academic target-setting and assessment. The headteacher confirmed that targets are set by pupils through pupil self-evaluation. Pupils highlight an attainment level when they feel they have passed the level but nobody checks to see if this is accurate.
- The school does not analyse the academic progress that pupils make, either individually or by groups of pupils. The school accepts that it is struggling with the monitoring of pupil progress, and is looking for 'alternative methods of levelling'.
- The school does not assess progress made by children in the early years.
- Pupils' learning in lessons is inadequate because the work they are given does not match their age and ability. Pupils' work in their books shows inadequate progress.

**Early years provision****is inadequate**

- The school does not have permission to offer early years education. Despite this, the school admits children who are three and four years of age.
- The early years provision is inadequate. The school does not provide specific curriculum provision, planning or resourcing for early years children. As a result, early years children do not learn and develop in the required seven areas of learning.
- Accommodation for early years children does not meet the requirements of the independent school standards. The classroom has low levels of lighting and no external window. There is no outdoor space available for the early years children.
- Children spend some time at a local children's centre which they find stimulating and fun.



## School details

<b>Unique reference number</b>	136084
<b>Inspection number</b>	10007317
<b>DfE registration number</b>	211/6090

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

<b>Type of school</b>	Primary school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Cityside Primary Trust
<b>Chair</b>	Abbas Mahmood
<b>Headteacher</b>	Mohammed Umair
<b>Annual fees (day pupils)</b>	£2,500
<b>Telephone number</b>	0207 247 4928
<b>Website</b>	<a href="http://www.ayasofiaprimary.com">www.ayasofiaprimary.com</a>
<b>Email address</b>	<a href="mailto:info@ayasofiaprimary.com">info@ayasofiaprimary.com</a>
<b>Date of previous school inspection</b>	9 July 2015

## Information about this school

- Ayasofia Primary School is located in Whitechapel, East London. The school was established in April 2009, and its proprietor is Cityside Primary Trust.
- Ayasofia Primary School is an independent co-educational school with a Muslim faith characteristic. It is registered for pupils aged from four to 11 years of age. Although the school is registered for this age range, it does admit pupils younger than four years old. Years 1 and 2 are taught as a mixed-age class.
- The school's admissions register suggests that there are 101 full-time pupils on roll, although the exact number of pupils attending the school is not clear.
- Pupils come from a wide range of ethnic backgrounds, although the majority are of Bangladeshi heritage. A small number of pupils speak English as an additional language.
- The proportion of pupils who are disabled or have special educational needs is below average. No pupils have a statement of educational needs or an education, health and care plan.
- The aim of the school as stated on its website is to 'provide a broad, balanced and exciting curriculum in a safe and secure environment'.
- The last full inspection took place in February 2014. At that time, the school was judged to be adequate.
- An emergency inspection took place on 10 March 2015, following a complaint received. This inspection raised concerns about leadership and management, safeguarding and a decline in achievement due to weak teaching. A number of the independent school standards were found to be unmet, including the requirement to ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- In response to the findings of the emergency inspection, the Department for Education asked the school

to submit an action plan to address the unmet regulations. This plan was judged to require improvement.

- A second emergency inspection took place on 9 July 2015. The sole purpose of this inspection was to check the school's meeting of the independent school standard relating to the keeping of admission and attendance registers. During this inspection three admission registers were submitted for inspection and none of them was found to meet requirements. Therefore the independent school standard relating to admissions and attendance was found to be unmet by the school. This was a serious safeguarding concern.

## Information about this inspection

- This inspection was carried out without notice.
- The inspectors visited 14 lessons and all teaching groups. An inspector observed pupils at lunchtime in the local park and visited a local children's centre with the early years children. Inspectors scrutinised pupils' written work in books and in lessons
- Inspectors talked to 10 pupils ranging in age from Year 2 to Year 6.
- Meetings took place with the headteacher, an external consultant, the deputy headteacher and a teacher.
- Inspectors scrutinised the admission and attendance registers, the single central record and associated files, risk assessments, policies, assessment information and a range of curriculum documentation.
- Inspectors observed pupils' behaviour in lessons and throughout the day.
- Inspectors were unable to meet a representative of the proprietors of the school because he was abroad.
- There were insufficient responses to Ofsted's online Parent View questionnaire for inspectors to draw valid conclusions.

## Inspection team

Vanessa Ward, lead inspector

Her Majesty's Inspector

James Waite

Ofsted Inspector

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