

Al-Hijrah School

Burbidge Road, Bordesley Green, Birmingham B9 4US

Inspection dates	14–15 June 2016
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Early years provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have failed to keep pupils safe from extreme views that undermine fundamental British values.
- Leaders have failed to have due regard to the need to achieve equality of opportunity.
- Books in the school library contained derogatory views about, and incited violence towards, women. Pupils had easy access to these, and leaders told inspectors that they did not know the books were there.
- Boys and girls are segregated in all lessons and at social times from Year 5 onwards. They are taught on separate corridors, have separate breaktimes and are not allowed to mix during the shared lunch hour. When they go on some trips to the same venues they go on different days.
- Leaders' decision to segregate pupils by gender in this way limits the opportunities for pupils' social development. Segregation does not foster good relations between boys and girls.
- Some older pupils are worried that being segregated by gender will mean that they are not prepared well for life beyond school.
- Teachers do not plan well enough to support pupils to make quick progress, including the most able pupils, and learning time is sometimes wasted.
- While some pupils make good and better progress, others do not. There is too much variation across the school for overall outcomes to be good.
- Provision in the early years is inadequate because of safeguarding weaknesses. Children make the progress expected of them but teaching in the Reception classes is not consistently effective.
- The interim executive board has failed to ensure that safeguarding arrangements for pupils are effective or to ensure that pupils are provided with every opportunity for good social development.
- The interim executive board has not ensured that all steps have been taken to comply with its duty under the Equality Act 2010 to have due regard to the need to achieve equality of opportunity for pupils.

The school has the following strengths

- Pupils' attainment and progress by the end of key stage 4 have been well above average.
- Pupils' behaviour is now good. Leaders have taken effective steps to improve pupils' behaviour.

Full report

In accordance with 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?

- Urgently ensure that pupils are kept safe by reviewing the content of all books and other materials in the school to make sure that pupils are not exposed to extreme and intolerant views.
- Improve leadership and management, including governance, by ensuring that:
 - all necessary steps are taken to keep pupils safe and improve their welfare
 - all books and any other materials in the school support equality of opportunity and promote fundamental British values of tolerance and respect, particularly in relation to the role of women in modern Britain
 - leaders take steps to improve pupils' social and personal development by providing more meaningful opportunities for boys and girls to meet and foster good relations, thereby preparing them well for life in modern Britain
 - leaders and members of the interim executive board comply fully with their duties under the Equality Act 2010, including publishing and reviewing equality objectives as necessary
 - leaders review and amend all relevant policies to include how pupils' social development will be promoted, and take all necessary steps to implement the content of the school's existing policies in relation to safeguarding and equalities.
- Improve the quality of teaching, learning and assessment, and therefore pupils' outcomes, including in the early years, by ensuring that teachers:
 - use the information available to plan learning that builds on what pupils already know, can do and understand
 - plan learning that provides a high level of challenge for the most able pupils
 - provide opportunities both through the design of activities and through good-quality questioning to deepen pupils' understanding of what they are learning
 - make sure that no learning time is wasted to support all groups of pupils to make quick progress
 - help pupils to develop their reading skills, including through the teaching of phonics, and further increase the opportunities for pupils to read suitable books of high quality that interest and challenge them
 - in the early years provision, help children apply learning during play that they have been taught
 - have the opportunity to learn from and share the good teaching that exists throughout the school.

An external review of governance should be undertaken with a particular focus on safeguarding in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders and governors are failing to keep pupils safe from the risks of extreme and intolerant views. They are failing to have due regard to the need to achieve equality of opportunity. They could do more to tackle prejudice and discrimination.
- Books in the school library, available to any pupil, contain views that are not consistent with a tolerant, respectful and equal society. The content of these books included derogatory comments about, and the incitement of violence towards, women. One such book was prominently displayed.
- Leaders were unaware of the existence of these books and told inspectors that, after an earlier inspection, they had cleared the library of unsuitable texts. The fact that these texts remain available suggests that some staff believe them to be acceptable. This is a serious failure of leadership, and an example of where the school's published mission, aims and ethos of promoting equality and keeping pupils safe are not put into practice.
- Boys and girls are segregated in lessons and at social times from Year 5 onwards in this state-funded mixed-gender school. Boys and girls are taught on separate corridors, have separate breaktimes, are not allowed to mix during the shared lunch hour and have limited opportunities to work or learn together. Leaders have ensured that both boys and girls have access to the same curriculum and facilities. However, the decision to organise the school in this way limits pupils' social development and the extent to which they are prepared to interact with the opposite sex when they leave school.
- Some pupils told inspectors that they were worried that not being allowed to mix with pupils of the opposite sex would put them at a disadvantage when going to college or work and have a negative impact on their confidence. Others felt that segregation helped them to live a religious life.
- Pupils' experiences of extra-curricular activities are also largely segregated by gender. While leaders ensure that the same opportunities are available to both boys and girls, a number of school trips are organised to the same venue but on different days for each sex. Pupils told inspectors that, on other occasions, they travel together to the same venue but are then separated when they get there. Access to the school library is restricted to specific separate times for boys and girls. These actions limit the opportunities to promote pupils' social development. They do not foster good relations between boys and girls.
- Leaders say that the decision to segregate is faith-based because their interpretation of Islam discourages mixing of genders for this age group. However, the school's policies and practice do not consider how to mitigate the potentially negative impact of this practice on pupils' chances to develop as socially confident individuals with peers from the opposite gender. This is an issue not addressed in previous inspections, but it does not accord with fundamental British values and amounts to unlawful discrimination.
- Since the time of the previous inspection, pupils' behaviour has improved. Leaders have worked with teachers to ensure that there is a more consistent approach to promoting good behaviour and managing pupils' poor behaviour. Leaders attribute these improvements partly to the fact that there are now fewer temporary staff than was the case in the past.
- Pupils study an appropriate range of subjects throughout the school, with boys and girls having the same opportunities and quality of experience. However, this experience is limited in relation to mixing with girls (in the case of boys) or boys (in the case of girls). This is an issue not addressed in previous inspections. In a business studies lesson, a pupil explained that she chose the subject because she wanted to be a businesswoman. Leaders explained that the school's music curriculum, which is called 'sound studies', is more embedded at key stages 2 and 3 than for younger pupils. Also, currently, there are no opportunities for pupils to study music at key stage 4.
- Leaders have planned where British values are promoted through subject content and extra-curricular trips. They have been proactive in giving pupils opportunities to consider these in practice, such as in a visit to the Houses of Parliament and to local schools with a Christian ethos. Pupils told inspectors that respect and tolerance are not just British values but are universal human values. However, despite pupils' understanding of these aspects, the serious concerns identified in this inspection mean that leaders are not doing all that they could to promote tolerance and respect.
- There is a comprehensive approach to monitoring the quality of teaching, learning and assessment. Leaders take into account a range of information, including direct observations, reviewing the quality of pupils' work and considering a range of assessment information. This is then used to plan training for teachers on what needs to improve and is monitored by action plans which set clear targets for

improvement, including for those teachers at the early stages of their careers. Leaders have identified the need to provide further opportunities for teachers to share and learn from good teaching practice.

- Leaders have developed an effective system to regularly track the progress of individual pupils in each year group. It is also used well to inform action and monitor the progress of boys and girls, the most able, pupils who have special educational needs and/or disabilities and disadvantaged pupils. However, it is not used as well to analyse the progress made by the different minority ethnic groups in the school.
- Leaders have taken a careful and considered approach to arrangements to manage the performance of teachers. Where teachers have had a good impact on pupils' achievement and experiences in school, they have been rewarded and celebrated. Where teachers' performance has been weak, leaders have not been shy in tackling this.
- Staff are positive about their experiences in school. They were particularly positive about the quality of the professional development they receive.
- The fabric of the school buildings, while improved, is still a cause for concern. For example, during a heavy rainstorm, water leaked through the roof into rooms. The school's tight financial situation means that money to spend on resources needs to be very carefully managed.
- Parents are positive about their children's experience in school and the majority of those who responded to Ofsted's online questionnaire believed their children to be safe and happy in the school.
- Inspectors are concerned that Birmingham City Council has not taken sufficient steps to protect pupils in this local authority maintained school from the potential risks of extreme views.
- The local authority has provided a wide range of services to the school in recent years, including supporting improvements in teaching and leadership, and to the fabric of the buildings, as well as working with organisations to secure the school's longer-term future.
- **The governance of the school**
 - Governance is inadequate. The interim executive board (IEB) has failed in its duty to ensure that pupils are kept safe from the risks of extreme views. The board also failed in its duty to have due regard to the need to achieve equality of opportunity as required by section 149 of the Equality Act 2010.
 - Members of the IEB who met with inspectors accepted that there is no educational rationale for the segregation of pupils for all lessons and social activities, particularly because pupils are allowed to mix from Reception to the end of Year 4. However, they have allowed the segregation to continue.
 - Notwithstanding the serious concerns raised by this inspection, members of the IEB have led significant improvements to aspects of the school. Leaders describe the board members as being driven by improving the quality of teaching, learning and assessment.
 - The IEB makes sure that additional funding is used well to narrow the gaps in attainment and progress for disadvantaged pupils and other pupils nationally. There is a similarly good evaluation of the impact of the primary school physical education and sport premium. However, the additional funding to support pupils who start Year 7 with below-average levels of English and mathematics skills is not evaluated. Despite this failure, the majority of the very small number of eligible pupils are making positive progress in developing these skills.
 - The IEB has also secured a better financial position for the school's budget. The current budget deficit continues to be high and this is restricting the ability of leaders to invest in resources and some improvements. However, members of the IEB have been able to reduce the deficit and are projecting a balanced budget by the end of the next financial year. Tough decisions have been made to work on securing the school's financial future.
- The arrangements for safeguarding are not effective. In addition to the serious concerns about keeping pupils safe from the risk of extreme and intolerant views, the school's curriculum does not include well-developed opportunities to help pupils understand the risks associated with issues such as forced marriage and sexting. These weaknesses had been identified by school leaders during an audit in March 2016 but they were unable to provide any evidence of improvements. A review of a sample of recent child protection case files indicated weaknesses in record-keeping. For example, leaders were unable to provide evidence that contact with the police and other agencies had been fully followed through. Evidence provided indicated that staff training had taken place, including that related to the risks associated with radicalisation and other issues, such as gang crime and domestic violence. Leaders are careful in making sure that they know where pupils are when they have been taken off the roll of the school.

- The school may appoint newly qualified teachers in consultation with Ofsted’s Regional Director. There is an organised package of support for teachers at the early stages of their career. Pupils’ behaviour is good and is, therefore, not a barrier to teaching and learning.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment is inconsistent within the school. There is some that is excellent but also some that is mediocre at best. Although improvements have been made, some variability identified at the time of the last inspection remains.
- Teachers do not use the information about what pupils already know and can do well enough to ensure that learning builds effectively on this. Sometimes, pupils complete the same work regardless of their starting point. Tasks set and, in the lessons observed during this inspection, sometimes teachers’ lack of subject knowledge, including not using subject-specific terminology, put a limit on the depth of pupils’ learning. For example, in a key stage 2 English lesson, the teacher talked about using descriptive words and sentences with a group of higher-ability pupils. However, explanations did not enable pupils to gain a good enough grasp of how verbs, adverbs and verb forms can be used to have a good impact. This slows down the progress of the most able pupils in particular. Some of the most able pupils told inspectors that they found work too easy.
- Opportunities to deepen pupils’ understanding are too often missed. Feedback from teachers does not lead to rapid progress and sometimes pupils are not taught the skills to become resilient and overcome problems.
- Some teachers do not have high enough expectations of the quality of pupils’ work. For example, a check of pupils’ books in Year 10 showed that there was some scruffy presentation and unfinished work that mean that the progress the pupils made was variable.
- Learning time is not always used productively to support pupils to make quick progress, including before and after breaks. The pace of learning can be slower at the start of lessons, when all pupils are given the same instructions and detailed guidance, and this is then repeated, whether needed or not. Inspectors observed learning slowing again towards the end of lessons, for example in a key stage 4 geography lesson where the quality of pupils’ learning was already too low.
- The teaching of reading continues to require improvement. While listening to younger pupils read, inspectors found that lower-ability pupils were struggling to read fluently and most pupils were unable to use phonics (the sounds that letters make) skills to help them. The books pupils are reading from do not help them with developing this skill. There were no reading records available for inspectors to review. However, reading is now more effectively promoted throughout the school than at the time of the previous inspection.
- Teaching assistants support learning effectively in some lessons. The most effective work well with teachers to speed up the progress of individuals and groups of different abilities. Pupils who have special educational needs and/or disabilities are supported well in some lessons. However, on other occasions teachers do not deploy other adults well, leaving them sitting with nothing to do.
- Some teaching is more effective. For example, in key stage 4 science and mathematics, it is well planned and deepens pupils’ knowledge and understanding. Pupils’ learning is supported by very effective questioning that tests their understanding and allows teachers to be able to pick up misconceptions quickly. Teachers’ secure subject knowledge leads to appropriate pace and challenge and, linked with high-quality marking, helps pupils make good or better progress.
- Some teaching motivates and engages pupils, in part because of teachers’ enthusiasm but also because of the use of resources. For example, in music in Year 5, boys were singing clearly and confidently from memory while the teacher’s use of visual symbols and actions helped the boys to control their singing.
- Staff are developing pupils’ writing skills more effectively than at the time of the last inspection. Pupils are given more opportunities to write at length and spellings and punctuation are corrected. However, this is done more consistently in English than in other subjects.
- Mathematics is taught well in most classes and, although not systematically recorded, staff take opportunities to develop pupils’ numeracy skills in other subjects, including science. Changes to the teaching approaches in mathematics have allowed for an increase in the development of skills of mastery.
- The school’s marking policy is used by all staff but with varying impact. Some staff, for example teachers of mathematics, are using it very well to set additional tasks which consolidate understanding or promote further progress. On occasions, feedback to pupils makes little difference to their learning.

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 content of the books found in the library raises serious concerns about the potential negative impact on pupils' personal development and welfare.
- There are some confident, well-informed pupils in the school, including girls who have a positive view about the role of women in society.
- From Year 5, there are few chances for boys and girls to mix while they are in school. Therefore, the development of pupils' social skills is not as strong as it could be and there are few opportunities to foster good relations. In discussion with inspectors, some pupils explained that they worry that this lack of mixing will be a hindrance to them when they leave school. Although this has not been addressed by previous inspection teams, this does not give due regard to the need to foster good relations between the genders, and means that girls do not have equal opportunities to develop confident relationships with boys and vice versa. This is contrary to fundamental British values and the Equality Act 2010, and ought to have been picked up on the previous inspection.
- Pupils have an appropriate understanding of different faiths, and this is taught through the locally agreed religious education syllabus, as well as through providing opportunities for pupils to visit schools with a different religious ethos.
- There are some opportunities for pupils to apply their understanding of democracy, the law and individual liberty, and to take leadership roles. One pupil explained that 'if there is no rule of law there would be no freedom'. Younger pupils are play leaders who collect equipment at the end of break. Pupils elect representatives onto the 'student council' and this mixed-sex group meet to consider improvements to the school. This is one of the few occasions when older boys and girls are allowed to mix during school.
- Pupils told inspectors that bullying was rare, as was the case at the time of the previous inspection. They like the fact that there are anti-bullying ambassadors in the school. A review of the school's records confirmed that appropriate action is taken when any incidents of bullying occur.
- Pupils described feeling safe in school. They had an understanding of how to keep safe online, as well as how to keep themselves safe from the risks associated with radicalisation.
- Since the time of the last inspection, there has been an increased focus on providing younger pupils in the secondary phase with careers guidance. The older pupils who inspectors spoke to had a good understanding of what was needed for them to achieve their career goals. All of the Year 11 pupils who left school at the end of last year stayed on in education.

Behaviour

- The behaviour of pupils is good.
- Inspectors observed generally positive attitudes to learning in lessons and the school's own information shows that there have been improvements to behaviour in the past few months.
- There continues to be some inconsistency in pupils' behaviour, such as better behaviour in the morning than the afternoon in the early years. Pupils described low-level disruptive behaviour as less of a concern than was the case in the past.
- Pupils conduct themselves well around the school site, including when there was heavy rain and thunder during the inspection. They are polite and courteous. Generally, pupils respond quickly to any staff instructions and are respectful.
- Pupils' attendance at school is broadly average and there is little difference between the attendance of different groups of pupils.

Outcomes for pupils

require improvement

- Inconsistencies in achievement highlighted at the time of the last inspection remain. Although strong in some areas, rates of progress vary between pupil groups, subjects, classes and key stages. Minutes from IEB meetings confirm that leaders are aware of this. For example, most pupils make stronger progress during key stage 1 and in key stage 4, but progress is slower in the early years and at key stage 2.

Leaders continue to place too much emphasis on the outcomes at the end of key stage 4 in judging overall outcomes.

- In the past, overall outcomes at the end of key stage 2 have been average and not good. Too few pupils have made better than expected progress.
- Fewer pupils than has been the case nationally have made expected progress in writing by the end of Year 6. Action has been taken to begin to address the standard of writing and there is some improvement in the standard of pupils' writing, although it is not yet good across the curriculum in key stages 3 and 4.
- Overall, girls achieve higher standards than boys in many subjects across the school. However, there are some inconsistencies. For example, in Years 5 and 6, boys are making more rapid progress, catching up from previously slow learning.
- The progress made by the most able pupils is not as quick as middle-ability pupils. Over time, they have made slower progress than other pupils in the school. The progress made by the most able in key stage 4 does not match the rapid progress made by middle-ability pupils. The most able pupils currently in Years 5 and 6 are making slower progress than other pupils in those year groups.
- Pupils who have special educational needs and/or disabilities make similar progress to their classmates overall. However, their rates of progress vary. For example, they are currently making particularly fast progress in Year 2 but their progress is slower in Year 3.
- Over time, pupils who speak English as an additional language make similar progress to other pupils in the school. However, the progress of different minority ethnic groups varies and is not tracked as systematically as other groups in the school. Pupils of Pakistani heritage have achieved less well than other groups in phonics and they have made slower progress at key stage 2.
- Overall, disadvantaged pupils make similar progress to other pupils in the school. Where their progress is most rapid, for example in Years 3, 7, 8 and 10, gaps in their achievement compared to other pupils have closed or they are narrowing rapidly. However, where progress is slower gaps remain.
- Over time, outcomes in phonics have been above national averages but outcomes in reading at the end of key stage 2 have been average. The promotion of reading has a higher priority than at the time of the last inspection. This is helping to establish a culture of reading, although leaders acknowledge that this has not yet had time to have a strong impact on pupils' achievement.
- In the past, a similar proportion of pupils to the national average made the progress expected of them in mathematics in key stage 2. However, too few did better than this. Action taken this year is leading to improvements in mathematics in the primary phase.
- Outcomes at the end of key stage 4 were strong overall in 2015, with a well-above-average proportion of pupils achieving five GCSEs at grades A* to C in examinations at the end of Year 11. The school's information indicates that pupils currently in Year 11 are likely to do very well again. Progress in mathematics remains very strong. In English, although progress slowed for a time, pupils continue to make quick progress. Pupils also achieve well in science and religious studies.
- In the 2015 GCSE results, attainment was very low in geography, art and design, design and technology, chemistry and physical education. Some effective action has taken place this year to improve outcomes in chemistry and design and technology. However, inconsistencies remain and pupils continue to do less well in art and design, geography and physical education.

Early years provision

is inadequate

- The whole-school arrangements for safeguarding are not effective and there are weaknesses in the risk assessment arrangements in the safeguarding records for the early years observed during this inspection. This is why the early years provision is judged to be inadequate.
- Children do not make consistently good progress in the early years, largely due to the considerable variation in the quality of teaching and provision between the two Reception classes.
- Many children enter the Reception class with skills and understanding that are broadly typical for their age. Senior leaders moderate these judgements. Children make the progress expected of them from when they join the school. Most reach the expected standard in readiness for starting Year 1.
- Children supported by the pupil premium have made more rapid progress this year so gaps that were evident between disadvantaged children and others in 2015 are closing. Leaders track the progress of this small group of children. They evaluate how well additional funding is being spent more effectively than at the time of the previous inspection.
- Children who have special educational needs and/or disabilities and the most able children make similar progress to other children. A greater proportion of girls than boys achieve the standards expected of them by the end of the Reception Year.

- There is a contrast between the quality of provision in the two Reception classes. One of the classrooms is poorly organised with untidy reading and writing areas and a lack of access to all of the areas of learning. The other, however, provides a more engaging and productive atmosphere and is better organised for learning.
- The weaknesses in the daily organisation and use of time identified at the previous inspection largely remain. Sessions where children can choose what they play and learn are not used well enough to ensure that they apply their learning from adult-led or directed sessions. In one afternoon session, observed jointly with the early years leader, there was little evidence of learning or purposeful play. Adults were unable to explain how they were monitoring what children were learning.
- Leadership of the early years provision requires improvement because the impact of actions taken have not secured good teaching and outcomes for the children. In addition, the risk assessments for this phase of the school which were observed during this inspection are not completed regularly and not all steps are taken to minimise risks.
- Some teaching is making sure that children are making stronger progress than previously in areas such as communication, and some good teaching has led to children's stronger progress in mark-making and writing, particularly for the most able children.
- Children told inspectors that they enjoy coming to school and feel safe. Many of them behave well, responding promptly to adults' instructions or focusing on the task in hand. However, inspectors also observed weaker behaviour during an afternoon session with children running between classrooms.
- Partnerships with parents and other professionals continue to be making a good difference to children's well-being and progress. Parents who spoke with inspectors described good communication with the school.

School details

Unique reference number	133306
Local authority	Birmingham
Inspection number	10020901

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	All-through
School category	Voluntary aided
Age range of pupils	4–16
Gender of pupils	Mixed
Number of pupils on the school roll	780
Appropriate authority	Interim executive board
Chair	David Willey
Headteacher	Arshad Mohammed
Telephone number	0121 773 7979
Website	www.alhijrahschool.co.uk
Email address	enquiry@al-hijrah.bham.sch.uk
Date of previous inspection	3 December 2015

Information about this school

- This school is smaller than the average-sized all-through school. It is an Islamic voluntary-aided school.
- From Year 5, girls and boys are segregated for lessons and social times.
- The headteacher took up post in November 2015. The school's executive headteacher is now working four days per week and is due to leave in July 2016.
- All pupils are from minority ethnic groups and most are of Asian or Asian British heritage with others from a range of backgrounds. The proportion of pupils who speak English as an additional language is much higher than the national average.
- About two fifths of pupils are supported by pupil premium funding, which is higher than average. This funding is provided for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- There are small numbers of pupils who have special educational needs and/or disabilities.
- The school does not make use of any alternative or off-site provision.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress by the end of key stage 2 and key stage 4.
- The school does not meet requirements on the publication of information about the Year 7 literacy and numeracy catch-up premium and the effect this has on the pupils supported by this additional funding.

Information about this inspection

- This inspection was scheduled because of concerns identified by Her Majesty’s Chief Inspector regarding the leadership and management of the school, in particular in relation to the near-complete educational and social segregation of boys and girls from Year 5 onward, which he was concerned had not been picked up.
- Inspectors visited 42 lessons to observe teaching and gather evidence of the quality of pupils’ learning, their behaviour and personal development. Inspectors reviewed pupils’ work, including work provided by the school as examples.
- Meetings were held with senior and subject leaders, three members of the interim executive board and the director, and an assistant director, of education for Birmingham City Council. The lead inspector spoke to the executive headteacher by telephone. Inspectors also spoke to groups of, and individual, pupils.
- The views of staff were taken into account through discussions and from the 23 responses to Ofsted’s staff questionnaire.
- Inspectors spoke with parents during the inspection and reviewed the 75 responses available on Parent View, Ofsted’s online questionnaire.
- A variety of documentation was reviewed about pupils’ achievement, attendance and behaviour. Inspectors also considered school policies and a wide range of documentation, including that related to the curriculum and safeguarding.
- It is recognised that some of the judgments in this report differ from those contained in the December 2015 report. It is based on the observations and evidence observed by inspectors during the course of their visit on 13 and 14 June 2016, applying the September 2015 common inspection framework.

Inspection team

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