

# Talmud Torah Bobov Primary School

87 Egerton Road, London N16 6UE

## Inspection dates

15–17 May 2018

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- The leadership team has not made sure that the independent school standards are met.
- Pupils do not benefit from a well-rounded education. They have too few opportunities to acquire knowledge in science, humanities, technology and creative arts. Pupils' outcomes in these subjects are inadequate.
- Apart from in religious studies, the quality of teaching and learning is weak. Teachers do not check pupils' understanding of what they are learning. Pupils receive work that does not match their abilities.
- Poor teaching and the limited curriculum mean that pupils have significant gaps in their English and mathematics skills. Standards are low.
- Year 8 pupils follow a curriculum based solely on religious studies. Leaders have not ensured that these pupils have lessons in English or access to careers guidance.
- The early years provision does not meet statutory requirements. Leaders have not made sure that children receive the teaching they need to be well prepared for Year 1.
- Leaders have not promoted pupils' respect for all groups of people with protected characteristics.
- Pupils' behaviour and attitudes to learning are variable. Pupils' workbooks are covered in scribble and are of a poor quality. This contributes to a culture of low expectations.

### The school has the following strengths

- The new headteacher is committed to raising standards in the secular subjects. Leaders' work is beginning to secure improvements in the English and mathematics curriculum.
- Leaders ensure that pupils are well cared for and enjoy school. Parents and carers agree that leaders give pupils' welfare the highest priority.
- Safeguarding is effective. Leaders' checks on the suitability of the premises are thorough. They take effective action to address any issues that arise.
- Pupils are polite and confident individuals. They typically conduct themselves sensibly and are considerate of each other and adults.

### Compliance with regulatory requirements

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

## Full report

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

- Ensure that all of the independent school standards are met, as set out in the annex to this report.
- Improve the quality of leadership and management by ensuring that:
  - pupils receive an education which actively encourages respect for all people, with particular regard paid to the protected characteristics as set out in the 2010 Equality Act
  - schemes of work are drawn up for pupils' learning in their scientific, technological, human and social, and aesthetic and creative education
  - teachers are held to account for the impact they have on pupils' outcomes in the secular curriculum
  - leaders with responsibility for the early years work together effectively to improve children's outcomes and ensure that the provision meets statutory requirements.
- Improve the quality of the curriculum by ensuring that:
  - pupils have opportunities which support them to learn and make progress in science, history, geography, technology and the creative arts
  - Year 8 pupils follow a broad and balanced curriculum, including experiences which enable them to develop their knowledge, skills and understanding in English.
- Improve the quality of teaching, learning and assessment and pupils' outcomes, including in the early years, by making sure that:
  - teachers raise their expectations of what pupils know, understand and can do
  - teaching in all subjects caters well for pupils' needs and supports them to make good gains in their knowledge and understanding
  - teachers make effective use of assessment information to plan activities which target gaps in pupils' learning
  - teaching challenges the most able pupils to aim high and attain the standard of which they are capable
  - teachers develop their questioning skills and check that pupils have understood the learning before they move them on to more demanding work.
- Improve pupils' behaviour and personal development by ensuring that:
  - pupils take pride in their learning and look after their workbooks to an acceptable standard
  - pupils receive appropriate careers guidance so that they can make well-informed decisions about their next steps in education.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership and management are inadequate because leaders and the proprietor have not made sure that the independent school standards are met.
- The curriculum is narrow and does not meet requirements. There are no schemes of work to cater for pupils' learning and progress in science, technology, humanities and arts subjects. Leaders have not made sure that pupils are routinely taught these subjects. Across the curriculum, pupils' outcomes are inadequate.
- Leaders have not ensured that the school's programme for personal, social, health and economic education (PSHE) gives due attention to promoting pupils' respect for all of the protected characteristics covered by the 2010 Equality Act. The provision for PSHE education is too limited and this hinders pupils' preparation for life in modern Britain.
- Leaders' checks on the quality of pupils' learning lack rigour. Although leaders visit classrooms regularly, they do not hold teachers to account for the poor standard of work in pupils' books. Leaders have not implemented arrangements to manage teachers' performance. This has reduced the impact of leaders' efforts to raise standards in the secular subjects. Equally, teachers receive too little guidance on how to develop their teaching skills. As a result, improvements are too slow and the quality of teaching is inadequate.
- The recently appointed headteacher is ambitious for the school and is determined to improve pupils' outcomes. He is acutely aware that the secular curriculum is weak and limits pupils' progress. With the support of the proprietor, he has begun to address weaknesses in teaching and the curriculum, rightly prioritising English and mathematics. This includes investing in new schemes of work and ensuring that the majority of pupils receive daily teaching in these subjects. This is undoubtedly an important step forward for the school. However, it is too soon to judge the effectiveness of these measures. Pupils have considerable ground to make up before they are working at the standard expected for their age.
- Leaders have ensured that pupils have a sound understanding of British values and different faiths. While there is no formal PSHE curriculum, leaders ensure that concepts such as tolerance, democracy and respect are discussed in assemblies. Leaders provide suitable experiences to enhance pupils' understanding of these concepts. For example, trips to public institutions such as the Palace of Westminster now feature as well as a newly established school council. These extra-curricular activities enable pupils to experience democratic principles in action. As a result, pupils learn to appreciate and respect that others may have different beliefs or viewpoints to their own.
- The provision for pupils who have special educational needs (SEN) and/or disabilities is led well. Pupils' needs are assessed thoroughly. Leaders draw effectively on input from external professionals to assess pupils' needs and put in place effective one-to-one support.
- Parents are overwhelmingly supportive of the school. They hold leaders in high regard. They are particularly pleased with the changes made by the new headteacher to improve pupils' learning in English and mathematics.

## Governance

- The proprietor has not ensured that the independent school standards are met. Nevertheless, he has an accurate picture of the quality of education and is committed to improving the secular curriculum. Since the previous inspection, he has taken important steps to ensure that the premises are safe and well maintained and introduced the teaching of English in the early years. Crucially, he has strengthened leadership through the appointment of experienced senior leaders who share his vision for raising standards.
- The proprietor has sole responsibility for governance. At the time of the previous inspection, the proprietor relied on meetings with an informal management committee to review the school's work. The proprietor has recently appointed an external consultant to strengthen the way he holds leaders to account. This has had positive impact. The external consultant has worked effectively with leaders to improve the health and safety of the site and begin to make essential changes to the English and mathematics curriculum.

## Safeguarding

- The arrangements for safeguarding are effective.
- Since the previous inspection, leaders have adopted rigorous systems to check the safety of the premises. These checks mean that leaders identify and address potential risks promptly. The site is secure and classrooms are bright and well-maintained learning spaces. All of the independent school standards related to the suitability of the premises and the safety of pupils are now met.
- Leaders with responsibility for safeguarding have a comprehensive understanding of their responsibilities to promote pupils' welfare, including those set out in the 'Prevent' duty. Leaders ensure that staff also have the knowledge and skills they need to keep pupils safe. For example, they make sure that staff are aware of signs that may suggest a pupil is at risk of abuse or neglect. Staff know what to do if they have concerns.
- Posters around the site remind staff, visitors and parents of the procedures for responding to child protection concerns, including the contact details of external agencies and safeguarding charities. This contributes well to a culture of vigilance.
- Leaders carry out thorough checks on the suitability of adults to work in the school. The single central record of these checks is well maintained and meets statutory requirements.
- The school's safeguarding policy meets the latest statutory guidance. As the school does not have a website, leaders have suitable arrangements in place to make the policy available to parents.
- Pupils feel safe and are cared for well. They have a basic understanding of how to deal with risks they may face outside of school, such as crossing the road safely. Parents agreed unanimously that their children feel safe and happy at school.

## Quality of teaching, learning and assessment

## Inadequate

- Weaknesses in the curriculum mean that the quality of teaching and learning is inadequate. Pupils do not receive the teaching they need to make progress in science,

humanities, arts subjects and technology. While teachers do provide pupils with some experiences in these subjects, the quality of these experiences is too variable. This is because leaders have not drawn up curriculum plans or allocated specific time for the teaching of these subjects. Teachers do not know what content they should cover to ensure that pupils build progressively on their prior learning.

- Teaching fails to challenge pupils to attain standards of which they are capable in English and mathematics. Teachers' expectations of what pupils can achieve in these subjects are too low. Often, pupils' work is untidy and incomplete. Pupils' writing contains many basic errors, such as the omission of full stops and capital letters. Teachers do not make sure that pupils make the necessary corrections.
- In most year groups, pupils now receive regular teaching of mathematics and English. However, in Year 8, teaching and the curriculum are confined to religious studies. This impedes pupils' learning, including the development of their spoken and written English.
- In Years 1 to 7, the teaching of mathematics and English is now based on schemes of work aligned to National Curriculum objectives. Leaders ensure that teachers follow these schemes of work. However, teachers do not usually adapt tasks or resources to match pupils' abilities. Consequently, the most able pupils complete work that is not demanding enough and lower-attaining pupils attempt tasks that are too hard. This limits pupils' progress over time.
- Teachers' questioning skills are variable. Teachers do not routinely check pupils' understanding of the subject matter taught. This means teachers do not know when pupils find the learning too easy or difficult.
- Although the quality of teaching, learning and assessment in English and mathematics remains inadequate overall, the new schemes of work are beginning to secure improvements. Teachers now have a better understanding of age-expected standards than was the case in the past. They are beginning to plan activities to plug gaps in pupils' basic skills in spelling, grammar and arithmetic.
- The teaching of reading is improving, because teachers now set pupils work to help them understand what they read. Nevertheless, these changes are recent. It is therefore too soon to evaluate whether they will secure sustained improvements in the quality of teaching.
- In comparison to the secular curriculum, teaching of religious studies is typically matched more closely to pupils' needs. Teachers make effective use of assessment information to identify those pupils who need extra support or challenge with their learning. Leaders plan to introduce this approach to the teaching of the secular subjects. They have introduced regular English and mathematics tests to ensure that teachers have an overview of pupils' outcomes. However, this work is at an early stage.
- Staff usually provide effective one-to-one support for pupils who have SEN and/or disabilities. They adapt resources and activities to make sure these pupils can access the learning alongside their peers.
- In classrooms, pupils are confident talking about their learning with their peers and are keen to answer teachers' questions.
- Pupils are positive about the changes to the teaching of English and mathematics. They said that the work teachers plan is more interesting than was previously the case.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Although pupils are proud of their school, they do not demonstrate consistently positive attitudes to their learning in the secular subjects. Teachers do not expect pupils to aim high or present their work with pride.
- Pupils do not receive any information to support them make decisions about their next steps in education, employment or training. This limits pupils' understanding of the opportunities available to them when they leave the school.
- Other aspects of pupils' personal development are catered for appropriately. Pupils are confident individuals. They are considerate of each other and are polite to adults and visitors. Staff encourage pupils to think of meaningful ways they can make a positive difference to their community, such as picking up litter or raising money for charitable organisations. For example, pupils spoke with pride about how they had raised funds for the Royal British Legion's 'poppy appeal'. They explained how this work had enabled them to show their appreciation for those who serve their country in the armed forces.
- School records show that bullying is unusual and that leaders deal with any occurrences effectively. Pupils said they feel safe from bullying or prejudicial behaviour such as racism. They have a secure understanding of the different forms bullying can take, including that which takes place via text messages or email.
- The school council contributes well to pupils' sense of community. The headteacher meets pupils regularly to seek their views on school life. Pupils told inspectors how much they enjoy taking on this leadership role. They were proud of the improvements they had secured, such as the purchase of new classroom equipment and resources.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils cover their English and mathematics workbooks in graffiti. Some of pupils' workbooks have ripped covers, which leaders and teachers allow.
- In classrooms, pupils' learning is not usually disrupted by poor behaviour. However, weaknesses in teaching mean that sometimes pupils lose interest in their learning.
- Pupils typically conduct themselves sensibly around the site and respond quickly to instructions from adults. Adults supervise pupils closely in the playground to ensure that they play together safely and sensibly. Pupils confirmed that everyone gets on well together and that staff deal with any disagreements promptly and fairly.
- School records show that incidents of challenging behaviour are rare. When they do happen, leaders work closely with families and teachers to ensure that pupils' behaviour improves and incidents are not repeated.
- Leaders have recently introduced a new reward system to encourage pupils to work hard and behave well. Pupils told inspectors how much they enjoy earning 'Bobov bank notes' which they can spend on items such as games and stationery. This approach is starting to

have a positive effect. Leaders have introduced new procedures for checking pupils' attendance, including the swift follow-up of any pupils who are absent from school. This has led to a marked improvement in pupils' attendance, which is broadly similar to that of other schools nationally.

## Outcomes for pupils

## Inadequate

- The narrow curriculum prevents pupils from making progress across a range of subjects, including in science, arts subjects and humanities. Pupils do not access the opportunities and experiences they need to be prepared for the next stage of their education.
- In English and mathematics, pupils have considerable gaps in their basic skills. Pupils' attainment is low. In most year groups, pupils are working well below the standard expected for their age. For example, pupils in Year 6 were completing mathematics work which would be expected for pupils in Year 4. Leaders have wisely adapted schemes of work with the aim of tackling gaps in pupils' knowledge and understanding. However, it is too soon to say whether this approach will help pupils catch up and attain age-expected standards.
- Pupils' progress in English is inadequate. The standard of pupils' writing is considerably below age-related expectations. Pupils have too few opportunities to compose their own writing and apply their knowledge of grammar, punctuation and spelling. Key stage 2 pupils struggle to write grammatically accurate simple sentences.
- In Year 8, the curriculum is taught entirely in Yiddish and Hebrew. Pupils do not receive any English teaching. Consequently, Year 8 pupils make inadequate progress in English.
- In mathematics, pupils' outcomes are too variable. The new curriculum means all aspects of mathematics are covered. However, teachers do not make sure pupils understand key concepts or methods before they introduce pupils to more challenging work. Pupils' books contained numerous arithmetic errors which had not been corrected.
- Weaknesses in the curriculum and the quality of teaching mean that the most able pupils do not make the progress of which they are capable. Through the recently introduced English and mathematics tests, leaders are beginning to identify pupils who need further challenge in their learning. However, it is too soon to judge whether this will improve the outcomes of the most able pupils.
- Phonics teaching introduced at the start of this academic year is beginning to make a positive difference to pupils' outcomes. Younger pupils read confidently, making use of their phonics knowledge to read unknown words accurately. Pupils report that they enjoy reading and are keen to read different types of books. However, teachers do not check that pupils read books that are at the right level for them. This hinders pupils' progress.
- Pupils who have SEN and/or disabilities benefit from bespoke support which is effective in building their confidence and helps them make adequate progress.

## Early years provision

## Inadequate

- The statutory requirements of the early years foundation stage are not met. Children in the Reception class are not taught by suitably qualified staff. Leaders have not made sure that assessments of children's learning at the end of the Reception Year are carried out in

accordance with statutory requirements.

- Children underachieve considerably. Leaders across the early years provision do not work together effectively to ensure that children are well prepared for their learning in Year 1. Reception children have too few opportunities to learn outside in order to develop their learning and skills.
- Across the provision, leaders and staff do not share a secure understanding of the knowledge and skills children should acquire by the end of the early years. Consequently, teaching is not ambitious enough for children's outcomes. In 2017, no children attained a good level of development at the end of the Reception Year. Leaders have not made sure that all areas of the early years curriculum are taught.
- Since the previous inspection, leaders have taken effective steps to ensure that all children are taught English. However, adults' expectations of children are too low, particularly in their early writing skills. Staff do not challenge children to record their ideas in writing beyond copying their names. Leaders have not done enough to improve children's outcomes in English, even though assessment information indicates that children's attainment is low in this area. Children's work shows that they are making inadequate progress in their early reading and writing skills.
- The youngest children are taught in two classes known as the 'Kindergarten'. In these classes, teaching covers all areas of the early years curriculum and statutory welfare requirements are met. The leader of the Kindergarten makes effective use of advice from the local authority to review and improve the provision. She has ensured that staff benefit from regular training to develop their teaching skills, for example in phonics.
- Staff in the Kindergarten check children's learning regularly. They typically choose resources and activities that motivate children to learn and try new experiences. This includes suitable opportunities to learn and play outside so children can make progress in their physical development.
- Staff work closely with parents to find out what children know or can do when they join the Kindergarten. Teachers use this information effectively to ensure that children get off to a smooth start to their time at school.
- Relationships between adults and children are warm and caring. Staff typically provide children with clear guidance so they know how to use resources sensibly. Children respond quickly to adults' instructions and play together well.
- Safeguarding is effective in the early years. The children in the Kindergarten are taught in premises that are separate to the main building. The indoor and outdoor spaces are safe and stimulating spaces. Staff supervise children appropriately and ensure they are well cared for.

## School details

Unique reference number	100298
DfE registration number	204/6385
Inspection number	10035772

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.

Type of school	Other Independent School
School category	Independent school
Age range of pupils	2 to 13
Gender of pupils	Boys
Number of pupils on the school roll	245
Number of part-time pupils	0
Proprietor	Friends of Bobov
Chair	Not applicable
Headteacher	Mr Chaim Weissman
Annual fees (day pupils)	nil
Telephone number	020 8809 1025
Website	The school does not have a website
Email address	molly@bobovprimary.co.uk
Date of previous inspection	23–25 June 2015

## Information about this school

- Talmud Torah Bobov Primary School provides education for boys from the age of two to 13. The school was founded in 1979 and serves the Orthodox Jewish community in the Stamford Hill area of London.
- The school operates across two sites. The main site at 90 Egerton Road caters for pupils in the Reception class up to Year 8. The premises for Nursery children are located at 87 Egerton Road, which is opposite the main site. The Nursery provision is also known as 'Egerton Community Nursery'.
- The school does not make use of any alternative or off-site provision for its pupils.

- A new headteacher joined the school in January 2017.
- The school's previous standard inspection took place in June 2015, where its overall effectiveness was judged to be inadequate. The school's registration authority commissioned Ofsted to carry out a progress monitoring inspection which took place over two days in October 2016 and January 2017. The progress monitoring inspection found that the school did not meet all of the independent school standards that were checked.

## Information about this inspection

- This full standard inspection was conducted with one day's notice.
- Inspectors visited classrooms in all year groups, including in the early years. All visits were carried out jointly with leaders. Inspectors observed pupils' learning in both the secular and religious studies curriculum. Inspectors also reviewed pupils' work and spoke to them informally about their learning.
- Pupils' behaviour and conduct was observed during visits to classrooms, in the playground and as pupils moved around the school building. Inspectors also met with the school council.
- Meetings were held with senior leaders and the proprietor to discuss the quality of education provided, including leaders' work to raise standards and improve teaching. An inspector also held a telephone discussion with an external consultant employed by the proprietor to support school improvement.
- A range of documentation was reviewed in order to check the school's compliance with the independent school standards. This included the school's single central record of pre-employment checks on staff, health and safety records, curriculum plans, attendance information and behaviour logs. The school's safeguarding policy and complaints policy were also reviewed.
- Inspectors spoke to parents informally at the start of the school day. Inspectors also took into account the views of parents through 13 online responses to Ofsted's survey Parent View, including nine written comments. Inspectors also reviewed 54 responses to Parent View received in writing and two letters from parents.
- The views of staff were taken into account through informal discussions over the course of the inspection. Inspectors also held a meeting with a group of staff and reviewed 20 responses to Ofsted's questionnaire for staff.

## Inspection team

Sarah Murphy-Dutton, lead inspector

Her Majesty's Inspector

Helen Bailey

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if–
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work–
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
  - 2(2)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
  - 2(2)(d) personal, social, health and economic education which–
    - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social,

emotional and physical development and communication and language skills;

- 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
- 3(a) 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;
  - 3(b) 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;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) 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;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
  - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

## **Part 2. Spiritual, moral, social and cultural development of pupils**

- 5(b) ensures that principles are actively promoted which–
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

## **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

**The school must meet the following early years learning and development requirements**

- 1.3 Deliver a programme of learning that is shaped by the three prime areas of learning:
  - communication and language;
  - physical development;
  - personal, social and emotional development.
- 1.4 Support children in their learning and development in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
  - literacy;
  - mathematics;
  - understanding the world;
  - expressive arts and design.
- 1.5 Provide educational programmes which involve activities and experiences for children in the prime and specific areas.
- 2.6 Ensure that in the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child.

**The school must meet the following early years safeguarding and welfare requirements**

- 3.36 Ensure that the required number of staff have full and relevant qualifications.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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