

# London Christian Learning Centre

639–643 Romford Road, Manor Park, London E12 5AD

## Inspection dates

18–20 October 2016

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and trustees have not made sure that the school meets all the independent school standards.
- Leaders' checks on the quality of teaching, learning and assessment, and on pupils' outcomes, do not identify where improvement is needed. As a result, pupils fail to make good progress because teaching is not consistently good.
- Tasks for the most able pupils are not well planned to help them to deepen their knowledge, particularly in reading and writing. Teachers use a narrow selection of reading resources and writing tasks.
- Pupils' outcomes require improvement. Pupils' progress is not good because they are not given enough opportunities to extend their reading and writing skills in different subjects.
- Pupils' handwriting is often not careful because teachers' expectations of pupils' presentation are not sufficiently demanding.
- Safeguarding is not effective, including in the early years provision. Training for staff has not covered the most up-to-date guidance. Leaders have not made sure that all the necessary pre-employment checks on staff are undertaken and recorded thoroughly.
- Pupils' personal development and welfare is inadequate. Pupils' knowledge of how to keep themselves safe covers a limited range of situations. Leaders have not made sure that pupils in the secondary phase benefit from impartial careers advice and guidance to prepare them effectively for the next stage of their education.

### The school has the following strengths

- Pupils make good progress in mathematics.
- Children in the early years provision make good progress in their learning.
- Pupils behave well and are self-disciplined.
- Pupils' spiritual, moral, social and cultural development is fostered strongly.

### 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?

- Improve teaching, and raise pupils' outcomes in reading and writing, by making sure that:
  - teachers encourage pupils to read widely and to write in a range of different styles and contexts
  - pupils have access to a broad range of reading resources
  - expectations of pupils' handwriting are consistently high
  - teachers set pupils demanding tasks that stretch the thinking of the most able.
- Improve pupils' personal development and well-being, by making sure that:
  - pupils know how to keep themselves safe from harm in a wide range of situations
  - pupils in the secondary phase use independent careers advice and guidance to make informed choices about the next stage in their education when they leave the school
  - the oldest pupils have regular opportunities to play outside.
- Improve the effectiveness of leaders and managers, including trustees, by making sure that:
  - leaders use checks on teaching and pupils' outcomes to identify priorities for action and drive rapid improvement
  - trustees develop their skills in holding school leaders rigorously to account for securing improvements
  - safeguarding arrangements are robust, follow all the up-to-date guidance from the Secretary of State and actively promote the well-being of pupils, including in the early years foundation stage
  - leaders know and understand the Independent School Standards, and check that they are met consistently.
- The proprietor must ensure that they comply with the standard about the provision of up-to-date careers guidance for pupils receiving secondary education, that is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options, and helps them to fulfil their potential (paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- The proprietor must ensure that the teaching at the school utilises effectively classroom resources of a good quality, quantity and range (paragraph 3 and 3(f)).
- The proprietor must ensure that they comply with the standard about arrangements to safeguard and promote the welfare of pupils at the school and ensure that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure that they comply with the standard about the promotion of good behaviour among the pupils by ensuring that a written behaviour policy is drawn up that, among other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour, the policy is implemented effectively and a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraph 9, 9(a), 9(b) and 9(c)).

- The proprietor must ensure that bullying at the school is prevented in so far as reasonably practicable, by drawing up and implementing an effective anti-bullying strategy (paragraph 10).
- The proprietor must 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).
- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that they comply with the standard related to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff, by ensuring that no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 18(2) and 18(2)(b)).
- The proprietor must ensure that they comply with the standard in relation to the suitability of an individual, who is not the chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school in the register, by ensuring that any such person:
  - does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 20(6), 20(6)(a) and 20(6)(a)(ii)).
- The proprietor must carry out, in relation to the suitability of an individual, who is not the chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school in the register, where relevant to the individual, an enhanced criminal record check, checks confirming their identity and right to work in the United Kingdom and, where by reason of the individuals' living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State, and where an enhanced criminal record check is made, the chair obtains an enhanced criminal record certificate relating to the individual (paragraph 20(6), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii) and 20(6)(b)(iii)).
- The proprietor must ensure that they comply with the standard about keeping a register, which may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form, which shows for each member of staff ('S') appointed at any time before 1 May 2007, or on or after May 2007, including the date on which each check was completed or certificate obtained, that:
  - an identity check was made;
  - a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;

- a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
  - checks were made to ensure, where appropriate, that S had the relevant qualifications;
  - that an enhanced criminal record check was made and an enhanced criminal record certificate was obtained before or as soon as was practicable after S’s appointment;
  - a check of S’s right to work in the United Kingdom was made;
  - in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual’s suitability to work in a school, such further checks as the chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
  - a check was made to establish whether S is subject to a prohibition order or an interim prohibition order (paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b) and 21(4)).
- The proprietor must ensure that they comply with the standard about keeping a register, which may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form, which shows for each member of a body of persons named as the proprietor appointed on or after 1 May 2007, or in post on 1 August 2007 who was appointed before 1 May 2007, including the date on which each check was completed or certificate obtained, that an enhanced criminal record check, checks confirming their identity and right to work in the United Kingdom and, where by reason of the individuals’ living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual’s suitability to work in a school, such further checks as the chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State (paragraph 21(6), 21(7), 21(7)(a) and 21(7)(b)).
  - The proprietor must ensure that suitable toilet and washing facilities are provided for the sole use of pupils (paragraph 23(1), 23(1)(a)).
  - The proprietor must ensure that the accommodation and facilities provided are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils is ensured (paragraph 25).
  - The proprietor must ensure that they comply with the standard about the adequate supply of hot and cold water washing facilities (paragraph 28(1) and 28(1)(b)).
  - The proprietor must ensure that cold water supplies that are suitable for drinking are clearly marked as such (paragraph 28(1) and 28(1)(c)).
  - The proprietor must ensure that they comply with the paragraph about the provision of suitable outdoor space in order to enable pupils to play outside (paragraph 29(1), 29(1)(b)).
  - The proprietor must ensure that they comply with the standard about the provision of the following information to parents of pupils and parents of prospective pupils and, on

request to the Chief Inspector, the Secretary of State or an independent inspectorate:

- where the proprietor is a body of persons, the address and telephone number of its registered or principal office;
  - where there is a governing body, the name and address for correspondence of its chair;
  - particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
  - particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
  - a written behaviour policy that sets out the sanctions to be adopted in the event of pupil misbehaviour;
  - a written first aid policy;
  - particulars of the school's academic performance during the preceding school year, including the results of any public examinations;
  - a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act;
  - details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year (paragraph 32(1), 32(1)(b), 32(2), 32(2)(b), 32(2)(b)(ii), 32(2)(c); 32(3), 32(3)(a), 32(3)(b), 32(3)(d), 32(3)(e), 32(3)(f) and 32(3)(g)).
- The proprietor must ensure that they comply with the standard about the manner in which complaints are handled by providing for a written record to be kept of all complaints that are made and whether they are resolved following a formal procedure, or proceed to a panel hearing and action taken as a result of those complaints (regardless of whether they are upheld) (paragraph 33, 33(j), 33(j)(i) and 33(j)(ii)).
  - The proprietor must ensure that they comply with the standard about the quality of leadership and management by ensuring that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, fulfil their responsibilities effectively and actively promote the well-being of pupils, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).
  - The proprietor must ensure that the school complies fully with the safeguarding and welfare requirements of the early years foundation stage by ensuring that child protection requirements are met consistently (section 3, 3.4, 3.5, 3.6, 3.7).

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership and management are not effective. Leaders and trustees have not made sure that the independent school standards are met fully, particularly in relation to the welfare, health and safety of pupils.
- Policies and practices are not consistently in place, or do not reflect the most recent guidance, in order to safeguard pupils' well-being. The school's leaders make policies and information available to parents on the school's website. However, the information provided is not dependably up to date or complete, including the school's safeguarding documentation.
- Staff have received first aid training, including specialist training for staff working in the early years provision. However, there is no written first aid policy to ensure a systematic and consistent approach to dealing with any emergencies.
- Checks on teaching quality are not a planned part of the school's improvement processes. Leaders have not used professional development and performance management for staff to secure improvements to teaching, particularly in literacy.
- The curriculum covers all the necessary areas of study. However, leaders do not monitor the curriculum in order to identify where further improvement is needed. Leaders have not enhanced the curriculum for the most able pupils and made sure that these pupils are set demanding tasks in reading and writing. They have not identified that the school's resources for reading in the primary and secondary phases are limited.
- There is no independent careers advice and guidance available to pupils in the secondary phase. As a result, pupils are not guided to make informed choices about the next stage in their education and advised how best to realise their aspirations.
- The school premises are not of consistently high quality in the secondary area. Leaders have not provided the oldest pupils with suitable toilet and washing facilities for their sole use. There is no hot water supply in the washing facilities. Signage to identify where cold water supplies are suitable for drinking is not consistently in place. Cupboards are not locked and there is no procedure to ensure that equipment is routinely stored safely out of reach.
- Behaviour is well managed. However, the behaviour policy that the school shares with parents on the website does not reflect the systems and sanctions that the staff use and the pupils follow. There is no systematic record to document any misbehaviour. This means that leaders are unable to use information about pupils' behaviour over time to improve the school's provision further.
- The complaints policy meets requirements. However, written records of any complaints over time do not show the details that are listed by the independent school standard about handling complaints.
- Pupils' spiritual, moral, social and cultural development is fostered strongly. Caring attitudes and kindness are highly valued. In the secondary phase, pupils talked about the importance of respect and equal rights for all, including lesbian, gay, transgender and bisexual people.

- Leaders make sure that pupils learn about a very wide variety of other faiths and cultures. In discussions, pupils accurately described similarities and differences between their faith and the beliefs held by other religions. The oldest pupils were also aware of a variety of views of how the world was created and explained these clearly. Pupils enthusiastically described a recent international food tasting event where they had shared traditional food. Through the curriculum, pupils enjoy learning about British institutions, the rule of law, freedom of speech and democratic processes.

## **Governance**

- Members of the board of trustees have failed to support the school to maintain its previously good standard of education. They have not developed a strategic approach to checking that the school fulfils all that is required by the independent school standards. Accountability for each aspect of the school's work is not clearly established. As a result, gaps in the schools' provision are not identified quickly. Trustees do not have an accurate view of the quality of the school's work.
- Trustees have a range of relevant expertise to support them in their roles. They have not actively sought additional training to develop the part they play in governing the school.

## **Safeguarding**

- The arrangements for safeguarding are not effective and do not meet the independent school standards. Leaders and trustees have not established a strong culture of safeguarding at the school. Staff are unaware of the essential role they play in keeping pupils safe from harm. Staff with specific safeguarding responsibilities are insecure in their knowledge of recent changes to safeguarding matters. They have not completed recent specialist training to make sure that they know how to identify pupils who may be at risk of harm from extreme behaviour and views.
- Safeguarding arrangements, and the school's policy, do not reflect the most up-to-date advice and guidance. Leaders organise annual training for staff, but have not made sure that this includes all the information necessary. For example, staff lack essential training covering possible signs that a pupils may be at risk from female genital mutilation. They are unaware of their duty to prevent pupils being drawn into situations that may put them at significant risk of harm.
- There are gaps in making all the required pre-employment checks on the suitability of staff to work with children. A single central record of staff and trustee vetting checks was not in place before the inspection.
- Leaders work to keep pupils safe from bullying is not determined. There are no records of any bullying incidents. Leaders and parents said that there was no bullying at the school. Pupil said that bullying does occur occasionally at breaktimes.
- Partnership with outside agencies, including the local authority, is not effective. Leaders do not do enough to make sure that they engage with parents to make sure that all pupils are supported and safe.
- Admissions registers do not meet requirements. Leaders were unaware of their duty to inform the local authority when a pupil is deleted from the admissions register. Where pupils have been taken out of school by their parents and are being educated outside the school system, or have moved abroad, leaders have omitted to tell the local authority.

## Quality of teaching, learning and assessment

## Requires improvement

- Pupils in the primary and secondary phases are not encouraged to write in a wide variety of ways and for different purposes. Pupils write very regularly but they often complete writing activities that are similar across subjects. Most-able pupils are not set demanding tasks to challenge them to reach the highest standards of written work.
- The presentation of pupils' work is uneven and their handwriting is variable because teachers do not have consistently high expectations. Teachers do not encourage pupils, including the most able pupils, to use fluent and neat handwriting in all their written work.
- Reading activities are drawn from a selected range of texts and resources. Pupils read every day and learn new facts. Teaching does not actively encourage pupils to develop their own reading preferences and favourite authors. The choice of books and resources for pupils to read is narrow. Occasionally, several pupils are expected to share the same book because only one copy is available. The most able readers in the primary and secondary phases are not challenged to develop their thinking through read widely.
- Pupils' early reading is successfully supported in the early years provision and in the primary phase. All pupils, including least-able readers, develop fluency and confidence in using their knowledge of phonics to read unfamiliar words.
- Teachers make sure that lower-attaining pupils benefit from additional practice in reading, writing and mathematics when they find new concepts difficult. Teachers help pupils in the primary and secondary phases to increase their understanding of earlier learning before moving on.
- Pupils are often challenged to think hard in mathematics. Teachers carefully check the security of pupils' understanding and readiness to move on to more demanding tasks.
- In Spanish sessions, pupils work well together. The oldest pupils were observed writing short dialogues in Spanish. They confidently performed their work in Spanish in front of their peers. Pupils enjoy the interesting work teachers set in information and communication technology sessions. Pupils learn science facts securely because teachers plan regular science sessions. However, opportunities for pupils to develop their understanding of scientific concepts through conducting investigations for themselves are not as frequently organised.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not ensured pupils develop a detailed knowledge of how to keep themselves safe from harm. The curriculum does not empower pupils to build a strong knowledge and ability to stay safe, for example from risks from radicalisation or gangs. This puts them at risk. Pupils do have some knowledge of how to avoid unsafe situations, for example when crossing the road, travelling on public transport and not speaking to strangers. The oldest pupils know to deal with pop-ups when working on a computer.
- Pupils say some bullying occurs, such as deliberately not including individual pupils in



discussions at breaktime, or undermining pupils' self-confidence. Leaders have not made sure that the staff's response to any bullying issues is sufficiently robust and makes sure that it stops effectively.

- There is very limited suitable outdoor space. Pupils in the secondary phase do not have the opportunity to go outside at breaktime on a regular basis. This restricts the personal and social development of the oldest pupils.
- Pupils understand how to be successful learners. They take responsibility readily for setting personal goals for the amount of work they will complete each day. They work hard and complete the targets they set themselves.

## Behaviour

- The behaviour of pupils is good. Pupils are polite, well-mannered and courteous.
- Pupils across the school readily follow the school's well-established routines. They know what is expected of them in the classroom. They follow instructions quickly and sensibly without the need for reminders of the behaviour that is expected.
- Pupils are self-disciplined and no time is wasted when they change from one activity to the next. Pupils are keen to be recognised for their good behaviour and conscientious approach to their work. They value the merit awards they receive for their efforts.
- They keep their desks tidy and are well organised. The school site is well maintained, particularly the recently refurbished primary and early years provision. The whole school site is free from litter and graffiti.
- Pupils generally attend school regularly.

## Outcomes for pupils

## Requires improvement

- Pupils' progress is variable between phase groups and subjects. It requires improvement overall. Pupils are adequately prepared for the next stage in their education
- Pupils quickly learn new knowledge in a wide range of subjects. Pupils are not as well supported to apply their knowledge and understanding in new ways that stretch their thinking in different subjects. Pupils make better progress in subjects where they are encouraged to think creatively for themselves, including Spanish and computing.
- In the primary phase, all groups of pupils, including the least able, make rapid progress in early reading and writing from their starting points. Pupils quickly develop reading fluency and confidence in spelling. However, pupils' progress is slower in the primary and secondary phases because they only use their reading and writing skills in a narrow range of ways across the curriculum.
- The progress that most-able pupils make requires improvement. These pupils do not make swift progress in reading and writing as they move up through the school. This is because teachers do not set demanding tasks to write for a wide variety of audiences and purposes. The most able pupils are not challenged to choose books for themselves and to read sophisticated texts that extend their learning.
- All pupils, including the most able, make consistently strong progress in mathematics in the primary and secondary phases. Pupils learn key mathematical facts and use them to develop strong problem-solving skills.

## Early years provision

## Inadequate

- The early years provision is inadequate because leaders have not made sure that the independent school standards in relation to safeguarding are met. This also means that the school does not comply with the safeguarding and welfare requirements of the early years foundation stage.
- Children make good progress from their starting points, particularly in reading, writing and mathematical development in the early years provision. Teaching prepares children well for the next stage of their education.
- Children in the pre-school (Nursery) class start learning phonics as soon as they join the school. Daily sessions help them to build a secure knowledge of the letters of the alphabet and phonics. In the 'learning to read' (Reception) class, the school's very systematic approach to teaching phonics helps children continue to build their reading skills quickly.
- The most able children make rapid progress in reading. They read fluently and demonstrate a very secure knowledge of phonics. This helps them to read unfamiliar words confidently. The adults use assessment information to move them quickly onto more demanding texts. However, they do not check as carefully that children understand thoroughly the challenging texts that they read, in order to increase their understanding of new vocabulary.
- Work in children's books shows they are also encouraged to practise writing frequently and develop effective pencil control through the writing exercises they complete. Children understand how to use punctuation in their written work.
- Children also build good number skills, for example through counting to 100 in mathematics sessions and completing calculations.
- Behaviour in the early years classes is good. Adults develop children's caring attitudes, and encourage children to take turns and share resources. Routines help children to settle quickly and enjoy learning. They are enthusiastic to follow instructions.
- Teachers keep parents well informed about their children's learning. Parents work closely with the school to support their children's learning at home.

## School details

Unique reference number	135091
DfE registration number	316/6067
Inspection number	10012829

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	Independent school
School category	Independent school
Age range of pupils	3 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	62
Proprietor	Agape Christian Fellowship
Chair	Ricardo D Bolus Junior
Headteacher	Ida Bolus
Annual fees (day pupils)	£3,600–3,840
Telephone number	020 8553 7797
Website	<a href="http://www.lclearningcentre.com">www.lclearningcentre.com</a>
Email address	<a href="mailto:LCLearningCentre@aol.com">LCLearningCentre@aol.com</a>
Date of previous inspection	26–27 June 2012

## Information about this school

- The school's previous inspection was in June 2012.
- It uses no alternative provision or other premises.
- The school is a Christian faith school and is part of the Christian Education Europe network of schools. The school uses the curriculum known as the Accelerated Christian Education (ACE) programme for subjects that are taught in the mornings, including mathematics, English, science and social studies. This is supplemented by other curriculum subjects, including Spanish, information and computing technology, and creative education, that are taught in the afternoons. The school makes regular use of the facilities in a local park for physical education.
- The school is registered for pupils from age 3 to 18. Children in the early years classes

attend full time. Pupils typically leave the school at age 15 and continue their education at a college of further education of their choice. No pupils have attended the school beyond age 15 or sat GCSE examinations at the school. The school does not provide sixth-form provision.

## Information about this inspection

- The inspector observed teaching sessions in all classes in the primary and secondary phases including early years together with the headteacher.
- Inspectors held meetings with the headteacher and with two members of the board of trustees. The inspector spoke to pupils informally in lessons and looked at work in pupils' books. The inspector also met with groups of pupils from primary and secondary phases, and listened to primary and secondary pupils read.
- A discussion was held with a representative from the local authority.
- The inspector looked at documents provided by the school, including assessment information and self-evaluation reports and evidence of staff training. The school's records and information relating to safeguarding and health and safety were also checked.
- The inspector also considered information and evidence in relation to the independent school standards and made a tour of the school's premises.
- The inspectors spoke informally with parents during the inspection and considered 15 responses to Parent View.

## Inspection team

Madeleine Gerard, lead inspector

Her Majesty's Inspector

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