

Billesley Primary School

Trittiford Road, Billesley, Birmingham, West Midlands B13 0ES

Inspection dates

14–15 May 2019

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

Summary of key findings for parents and pupils

This is an outstanding school

- The executive principal and principal are exceptional leaders. Through clearly focused and supportive leadership, they have driven significant improvements across the school. As a result, pupils at Billesley Primary School receive an education of the highest quality.
- Teachers benefit from highly effective coaching and professional development, which has enabled them to become skilled practitioners. The quality of teaching is consistently strong across the curriculum. Consequently, pupils make excellent progress, especially in reading, writing and mathematics.
- The curriculum provides pupils with rich and meaningful learning experiences. It is planned carefully to help pupils make strong progress across a wide range of subjects. The strength of the curriculum shows in the pupils' joy in learning.
- The provision for pupils with special educational needs and/or disabilities (SEND) is outstanding. Disadvantaged pupils also receive exceptional support. This enables these pupils to make excellent progress in all subjects.
- Pupils' eagerness and desire to learn are reflected in their very good attendance and extremely positive behaviour around school. An air of calmness permeates the whole school.
- The quality of the early years provision is remarkable. Leadership of early years is outstanding, and teaching is consistently very effective. Children benefit from an inspiring learning environment. As a result, children in early years thrive socially and emotionally and excel in their learning.
- Pupils' spiritual, moral, social and cultural (SMSC) development is a key strength. It helps pupils to become considerate and thoughtful individuals. Pupils have secure foundations to become responsible citizens in their community, modern Britain and the wider world.
- The multi-academy trust (MAT) and the local governing body (LGB) provide leaders with excellent support and challenge. They make a significant contribution to school improvement.
- Teaching assistants have a very positive influence on pupils' learning. They know and understand pupils' needs, and their support helps pupils to become more independent in their learning.
- Pupils in Year 6 learn a modern foreign language. However, pupils' progress in this subject is less strong because they have fewer opportunities to learn a modern foreign language in key stage 2.

Full report

What does the school need to do to improve further?

- Provide more opportunities for pupils to learn modern foreign languages across key stage 2.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The executive principal and principal, very ably supported by the vice-principal, have brought about remarkable improvements across the school. Their inspirational leadership is the key factor that has led to the school achieving the highest possible standards in every aspect of its performance.
- The MAT has embraced the individuality of Billesley Primary School. The trust empowers leaders to take ownership of school improvement. Its members keep a very close eye on whether actions are leading to continuous improvements. They provide high-quality support and challenge in equal measure. The MAT and the school's leadership team form a very strong partnership which contributes significantly to school improvement.
- All staff have the highest aspirations for every pupil. The 'no excuses' culture means that staff strive for excellence for every pupil, whatever their need or background. The school's vision of 'Inspire, Create, Achieve' is lived and breathed by every member of staff. Staff's drive and determination to ensure the best possible outcomes for all pupils are outstanding.
- Leaders have developed an extraordinary sense of teamwork across the whole school. All staff value and appreciate the support and professional development they receive to improve their practice, whatever their role. Staff have a true desire to improve and develop their expertise. Leaders empower staff to reflect on their training and development needs and provide bespoke support and coaching to enable them to achieve their goals. Teaching and learning are outstanding as a result of the exceptionally high quality of support and professional development.
- Senior leaders model highly effective leadership. They also ensure that members of the wider leadership team have opportunities to develop their skills independently through research projects and working as teams. The school's mantra of 'seven levels of delegation' means that everyone within the school is focused on school improvement. Everyone understands their role and how they fit together to form a leadership team. Leaders relish the opportunities they have to be involved with the school's development. They are proactive and enthusiastic and make a significant contribution to the strength of the leadership and school improvement.
- The leaders of English and mathematics have developed the quality of teaching in their subjects particularly well. They analysed where improvements in their subjects were needed and introduced carefully structured teaching strategies to improve pupils' outcomes further. The leaders have embedded consistent approaches to the teaching of reading, writing and mathematics. Working closely alongside their leadership teams, they have supported and developed all staff. As a result, the teaching of reading, writing and mathematics is consistently strong.
- Leaders use the additional funding to support disadvantaged pupils exceptionally well. They have an astute understanding of pupils' academic, social and emotional needs and any barriers pupils may have that affect their learning. Leaders work closely with pupils, families and external agencies to find the right support to help the pupils make the most of the opportunities for learning. Pupils receive outstanding support for their

social and emotional development. It helps pupils to feel safe and secure and develops their resilience and confidence. As a result of this high-quality support, disadvantaged pupils, including the most able disadvantaged pupils, are making very strong progress.

- The leadership of special educational needs is exceptionally strong. The team of staff has developed highly effective provision for pupils with SEND. The resource base enables pupils with complex needs to achieve very well. Staff go to great lengths to find ways that help pupils to learn and make progress. The school has a highly inclusive ethos and staff ensure that pupils with SEND are fully included in the wider life of the school. Provision for pupils with SEND in the mainstream classes is also very effective. The leader ensures that teachers understand pupils' needs and provides support to adapt learning resources to meet those needs. Consequently, pupils with SEND have very positive attitudes to learning and make good or better progress in all subjects.
- The wider curriculum is very impressive. Leaders strive to ensure that pupils receive rich, varied and meaningful learning experiences across all subjects. Leaders considered the needs of the community very carefully when designing the curriculum. As a result, pupils show a very high level of interest in their learning in all subjects. The curriculum is wide ranging and practical and it excites pupils.
- Leaders are very forward thinking. They have planned the curriculum to ensure that pupils' knowledge and skills in all subjects are developed progressively from one year to the next. Leaders have also carefully considered how trips and visits can enhance pupils' learning. These activities have a very clear purpose and contribute to the strong progress pupils make in a wide range of subjects. However, while the curriculum is extremely well developed in almost all subjects, pupils in key stage 2 have fewer opportunities to learn a modern foreign language.
- The provision for SMSC is incredibly strong. Leaders have crafted this curriculum carefully to meet the needs of 'Billesley children'. Pupils have weekly opportunities to consider a wide range of topics. They are encouraged to reflect carefully on their own views and opinions and show a high level of respect and tolerance of the views of others.
- Pupils have many opportunities to discuss and consider different religious beliefs, how to keep themselves safe, the consequences of their actions and different cultures around the world. Understanding of British values is also woven seamlessly into this programme. In addition, teachers give pupils time to discuss issues that arise in the media or to address any concerns pupils may have. This exceptional provision is instrumental in developing pupils into caring and responsible individuals. Pupils are mature and considerate and are brilliantly prepared for life in modern Britain.
- Leaders use the physical education (PE) and sport premium to very good effect. They have a clear focus for the use of the funding based on a detailed analysis of where the most need is. Leaders check carefully how well specific groups are improving their health and fitness. In addition, they also check if increased physical activity is helping pupils to make stronger academic progress. Pupils take part in local sporting festivals and the school is becoming more successful in these events. A wide range of activities at breaktimes encourages pupils to become more active. Professional development has successfully improved staff's teaching skills. This, in turn, is helping pupils to make strong progress in PE.

- Strong relationships exist between the staff and pupils in the breakfast and after-school clubs. Pupils enjoy the activities and companionship and are very well cared for. There is a positive and orderly transition to their classes, and pupils are eager and ready to start learning.

Governance of the school

- Leaders, governors and trustees share the same vision for the pupils. The LGB is very effective and is an integral part of the very high-quality governance, leadership and management across the school.
- The LGB's delegated responsibilities have recently been revised and the board reports directly to the board of trustees. The LGB has a clear understanding of its responsibilities, including the curriculum, the vision and ethos of the school, and safeguarding. Its members have skills and expertise that enable them to carry out their roles effectively. They regularly visit the school to review how well pupils are achieving, the quality of the curriculum and safeguarding arrangements.
- The LGB challenges leaders to ensure that the information it receives accurately reflects the school's performance. As well as meeting with senior leaders, governors take time to discuss the school's performance with middle leaders and teachers. This gives them a comprehensive overview of the quality of leadership at all levels.
- The LGB knows and understands the specific needs of the school community exceptionally well. It has developed a range of initiatives to engage the community in the life of the school. For example, governors meet directly with parents and carers at coffee mornings. This close work with the community enables the LGB to respond to any concerns swiftly and to maintain strong and positive relationships with parents.

Safeguarding

- The arrangements for safeguarding are highly effective. All staff are alert to any signs that a pupil may be at risk of harm and report any concerns immediately. Leaders act swiftly to ensure that every possible action is taken to protect pupils. Leaders work closely with a range of external agencies to ensure that pupils receive the support and care needed to keep them safe outside school.
- Pupils learn how to keep themselves safe through a comprehensive curriculum for personal, social, health and economic (PSHE) education. Leaders have carefully mapped this out to develop pupils' knowledge and understanding of safety inside and outside school from one year to the next. From early learning about 'stranger danger' and water safety to drug awareness by the end of Year 6, all teaching is of a very high quality. E-safety is taught to every year group and pupils have a strong understanding of how to protect themselves when using the internet. This curriculum helps pupils to have a deep and secure understanding of personal safety.
- The curriculum also teaches pupils how to protect themselves from being pressured into making the wrong choices. Leaders are not complacent though. They identify where this work can be developed even further. For example, leaders are working with a range of providers to enhance pupils' understanding of how to protect themselves from being radicalised by extremist views. Workshops and assemblies on aspects such

as county lines and modern-day slavery are an important part of this work.

- Leaders ensure that all staff receive comprehensive safeguarding training, which is regularly updated. Staff also receive training on the 'Prevent' duty. Leaders have a detailed understanding of the procedures to follow should they be concerned that a pupil is at risk of being radicalised. All safeguarding checks are carried out to ensure that adults within school pose no risk to pupils.

Quality of teaching, learning and assessment

Outstanding

- Teaching is exceptionally skilful across the whole school. Teachers have very high expectations of all pupils, including the most able, pupils who speak English as an additional language, disadvantaged pupils and pupils with SEND. A notable strength of the school is that all teachers show a passion and joy in teaching. This, in turn, instils a love of learning in pupils.
- Teachers successfully encourage pupils to be resilient learners. Pupils are not afraid of any challenge they are presented with. Leaders, teachers and all staff have successfully achieved the school's motto of inspiring pupils to achieve, creating excitement in their learning to enable them to achieve excellence.
- Teachers have an astute understanding of all pupils' learning needs. They plan learning based on pupils' needs and interests. Teachers use questioning highly effectively to check, challenge and deepen pupils' thinking. As a result, pupils' learning continues to grow and their knowledge and understanding are strengthened.
- The teaching of phonics is outstanding. All staff say sounds correctly and give pupils opportunities to use the sounds in their reading and writing. Teachers choose reading books carefully so that pupils can practise the sounds they are learning. This helps pupils to develop fluency in their reading. Pupils confidently apply their phonic knowledge in both their reading and writing.
- Leaders have developed a new approach to the teaching of reading. It is consistently implemented and highly effective. Teachers focus on key reading skills, model how to use them using high-quality texts and give pupils time to apply these skills in their own reading.
- Leaders and teachers have also successfully helped pupils to develop a love of reading. Every opportunity is taken to give pupils time to read engaging and interesting books. Reading areas are comfortable and quiet and the library is an inviting space which pupils love to visit. These initiatives have successfully inspired pupils to enjoy a wide range of books and have contributed to the strong progress they make in reading.
- Teachers give pupils many opportunities to write in a range of different styles and at length. Teaching of grammar, punctuation and spelling is highly effective. Stimulating activities create excitement and enjoyment in learning. Meaningful links are made in topics to develop pupils' learning further. In addition, teachers give pupils opportunities to develop their thoughts and ideas through drama. Consequently, pupils are enthusiastic writers and make strong progress.
- Teachers provide pupils with opportunities to apply their mathematical skills in problem-solving and reasoning activities. Pupils discuss their learning articulately, using correct mathematical vocabulary. Pupils' basic mathematical skills are secure, which

enables them to reason very well.

- Teachers' subject knowledge is exceptional. Teachers model and use technical vocabulary accurately. Pupils' books show many examples of this vocabulary being applied in their work. Opportunities to apply reading, writing and mathematical skills across the curriculum are many and varied. For example, science books show pupils using a range of writing and mathematical skills. History books show writing skills being applied accurately. Consequently, strong progress can be seen in all subjects.
- Support for pupils with SEND is particularly effective. Teachers and all staff know pupils' needs extremely well. They support pupils in a calm and reassuring manner, helping to keep them engaged in their learning. The resource base provides a nurturing and positive learning environment for pupils with high levels of need. Staff have taken great care to identify how pupils learn and how their learning can be recorded. The very high quality of teaching and learning within the resource base enables pupils to make excellent progress.
- Teaching assistants make a positive contribution to pupils' learning. They encourage pupils to think for themselves, while providing support where needed so pupils do not become discouraged. Teachers ensure that teaching assistants understand the purpose of the learning and how to support individual pupils. Teaching assistants' work is highly effective. This helps pupils to make strong progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- All staff have pupils' well-being at the heart of everything they do. They support pupils' social and emotional needs exceptionally well. Leaders and staff identify any concerns pupils may have and provide help and support swiftly to help them understand and overcome their concerns. Pupils have great trust in all staff and say that there are many whom they can talk to if needed. Pupils say that bullying is rare, but are very confident that if it did happen, it would be dealt with quickly.
- Specialist staff work alongside pupils and provide 'safe spaces' where they can talk about their problems. The resource base provides a calm and nurturing space for some pupils during lunchtimes to help them feel safe and secure. This work is highly successful and helps to develop pupils' confidence both in and out of school.
- The PSHE curriculum and philosophy programme make a significant contribution to pupils' personal development. Loyalty and friendship, respect and animal rights are just a few examples of topics where pupils consider their own and other's viewpoints. Pupils also consider the United Nations Convention on the Rights of the Child in great depth. Pupils debate and share their views in a very considered way. This helps them to become confident learners who are not afraid to get things wrong.
- Pupils love talking about their learning and are very enthusiastic about the additional activities they take part in. Pupils value the trips they go on, such as to places of worship and RAF Cosford. Teachers also ensure that the local community is used well to support pupils' learning. Pupils are very clear that these visits help them to learn

more about the subjects they are studying.

- Parents are overwhelmingly supportive of the school. Parents who left comments through the free-text service and who spoke to inspectors during the inspection stated that their children are very well cared for, safe and extremely happy at school. One comment, typical of many, stated: 'I feel at ease knowing my child is here every morning as I know they are in a safe, loving and caring environment.'

Behaviour

- The behaviour of pupils is outstanding.
- An air of calm permeates the school. Pupils understand staff's expectations of behaviour, but rarely need reminding of them. The way pupils manage their own behaviour is quite remarkable. Pupils demonstrate respect for one another, to all adults and to visitors.
- During social occasions, such as breaktimes and lunchtimes, pupils interact positively, always on hand to help one another if needed. They eagerly participate in activities such as reading and organised games during playtimes. In the dining hall, pupils' manners are exemplary. In all year groups, pupils' exceptionally positive behaviour and attitudes to learning mean that lessons are hardly ever disrupted.
- Leaders monitor the relatively small number of behaviour incidents carefully. Their records show that behaviour incidents have reduced considerably over time. Bullying is extremely rare. Specialised support is provided for pupils with additional needs to help them manage their behaviour and successfully integrate into the life of the school.
- High attendance rates reflect pupils' engagement in the inspiring curriculum and their love of learning. At the start of the day, pupils smile as they come into school. As soon as they enter their classes they settle quickly and quietly. Pupils show a true eagerness and desire to learn.
- Leaders have gone to great lengths to improve pupils' attendance. This work has been highly successful, and attendance has improved dramatically over the last few years, including when compared with other, similar schools. Leaders and teachers work closely with families who need additional support to help them ensure that their children attend school regularly. The whole school community has a strong focus on rewarding high attendance.

Outcomes for pupils

Outstanding

- Leaders monitor pupils' attainment and progress carefully. They moderate teachers' assessments to check that these accurately reflect how well pupils are achieving. Work in current pupils' books shows that teachers' assessments are consistent and reliable. Leaders use this information extremely well to identify pupils who need additional support to ensure they make strong progress and achieve the standards of which they are capable. The additional support that pupils receive is highly effective and helps them to close any gaps in their learning.
- Currently, almost all pupils across key stages 1 and 2 are making substantial and sustained progress in reading, writing and mathematics. Leaders and teachers ensure

that any barriers to learning that disadvantaged pupils may have are identified and pupils supported. Consequently, disadvantaged pupils are making particularly strong progress. In most year groups, these pupils are outperforming their peers.

- Work in pupils' books shows that teachers successfully build upon pupils' knowledge and skills in a wide range of subjects, such as history, geography, science and PSHE, from one year to the next. Pupils discuss their learning with confidence in all subjects, using subject-specific and technical language. The rich, broad and balanced curriculum and high-quality teaching enable pupils to make strong progress in almost all subjects.
- Pupils with SEND also receive highly effective support. Some pupils with SEND receive high-quality, specialist teaching within the resource base. Class teachers seek advice and guidance from the special educational needs staff to help them to plan for pupils with additional needs in the mainstream classes. As a result, pupils with SEND are making strong progress in reading, writing and mathematics.
- A high proportion of pupils speak English as an additional language. Leaders assess how proficiently these pupils speak English when they join the school. They provide additional support to help pupils develop their spoken English quickly. This enables pupils to understand the curriculum successfully. Where pupils struggle to develop their English language skills, leaders ensure that additional support is put in place to meet their very specific needs. Pupils who speak English as an additional language make strong progress in all subjects.
- A significant number of pupils join different year groups throughout the year. As soon as pupils arrive, leaders and teachers act swiftly to identify their strengths, but also to check whether the pupils have any difficulties that may need support. Work in these pupils' books shows that teachers very quickly match work to their needs. Progress can be seen in their books even in a very short time.
- Progress in modern foreign languages is not as strong as pupils have fewer opportunities to learn this subject.
- The proportion of pupils who attain the required standard in the phonics screening check in Year 1 has risen over the last four years. At the end of 2018, it was above the national average. By the end of Year 2, almost all pupils reach the required standard.
- Pupils' attainment in reading, writing and mathematics at the end of key stage 1 has risen over the last three years. At the end of 2018, the proportion of pupils achieving the expected standard was above the national average in reading, writing and mathematics. The proportion of pupils who achieved a greater depth in these subjects was at least in line with, or above, the national average.
- Leaders and teachers strive to ensure that pupils are well prepared for the next stage of their education. The school's focus on raising attainment by the end of key stage 2 has been successful, especially in reading. At the end of 2018, the proportion of pupils who achieved the expected standard in reading was above the national average. The proportion achieving the higher standard in reading was broadly in line with the national average. Pupils' progress was in line with the national average.
- In writing and mathematics, the proportions of pupils who achieved the expected standard and the higher standard matched those seen nationally. Progress was also in line with the national average.

Early years provision

Outstanding

- The early years provision is of a remarkably high quality. The early years leader has been instrumental in developing and leading improvements. The learning environment has been transformed. Bespoke and carefully targeted training and support have developed staff's skills very effectively. The leader continually seeks ways to develop and enhance the provision. All staff share the vision to ensure that all children have the best possible start to their education. The early years provision enables all children to excel.
- Staff are quick to spot what interests children and plan learning opportunities linked very closely to these interests. All activities have a very clear learning purpose, but are also highly engaging and fun. As a result, children remain completely engrossed in their learning for sustained periods.
- Staff ensure that learning opportunities are based on detailed assessments of what children can do. They plan carefully to make sure the activities build on children's previous learning. They support and challenge children exceptionally well so that no learning opportunities are lost. Consequently, all children make strong progress in all aspects of the early years curriculum.
- Children love to learn. The learning environment is inspiring and relationships between staff and children are exceptionally positive. Staff encourage children to be independent, but provide care and emotional support where needed. Children listen carefully when staff speak to them and show a high level of respect to staff and one another. Children are calm. They engage enthusiastically in their learning and behave extremely well. They are confident and happy learners.
- Children enter early years with skills and abilities just below those typical for their age. Staff quickly identify individual learning needs, especially for children with SEND, disadvantaged children and those for whom English is an additional language. The leader ensures that the early years premium is used very effectively to help disadvantaged children to make strong progress. Staff place a high priority on providing support and intervention at the earliest opportunity to close any gaps in children's knowledge and understanding.
- Staff are particularly skilled at developing children's communication and language from the start of Nursery Year. Staff have the highest aspirations for all children and are determined to help them develop their life skills as well as achieving academic success. All children, whatever their ability or need, make outstanding progress. From their starting points, the proportion of children who achieve a good level of development has risen over the last four years. At the end of 2018, it was in line with the national average. Children are very well prepared for the challenges of key stage 1.
- Staff go to great lengths to build positive relationships with parents. They encourage parents to come into school to find out about their child's learning. They give parents detailed information about how they can help their children to learn at home. For example, staff hold workshops and provide individual support to parents when they need more information about their child's learning. Parents appreciate the access they have to their child's learning through the internet.
- Staff help children to settle quickly when they start school. They take time to find out

about children's needs and interests before they start school through visits to nurseries and their homes. Transition arrangements are highly effective, and children start learning from the first day at school.

- Safeguarding arrangements are robust and help to keep children as safe as possible. Staff work with a range of agencies to ensure that children with additional needs are well supported.

School details

Unique reference number	138888
Local authority	Birmingham
Inspection number	10088418

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	653
Appropriate authority	Board of trustees
Chair	Caroline Whalley CBE
Executive Principal	Johanne Clifton
Principal	Karl Rogerson
Telephone number	0121 6752800
Website	www.billesleyschool.co.uk
Email address	enquiry@billesleyschool.co.uk
Date of previous inspection	26 June 2018

Information about this school

- Billesley Primary School is larger than the average-sized school.
- The school is part of the Elliot Academies Foundation Trust and is governed by the board of trustees. A local governing body is in place to hold leaders to account and this governing body reports to the board of trustees.
- The school is a national support school and provides a range of formal support to other schools, including those within the MAT. The support is brokered through the Department for Education, the local authority and the MAT.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils who speak English as an additional language is well above the national average.

- The proportion of pupils with SEND is well above the national average. The number of pupils who have an education, health and care plan is also above the national average.
- The school has a specialist resources base to support pupils with autism spectrum disorder.
- A significant proportion of pupils join the school throughout the academic year in different year groups.
- Breakfast and after-school clubs are provided for pupils.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. Some of the observations were carried out jointly with the executive principal, principal, vice-principal, assistant principals and the leader of special educational needs.
- Inspectors met with pupils, heard a selection of pupils read, and observed pupils in the after-school club, at breaktimes and lunchtimes.
- Inspectors met with the executive principal, principal, vice-principal, assistant principals, the leader of special educational needs and leaders with subject and safeguarding responsibilities. The lead inspector met with members of the LGB and the chief executive officer and regional director from the MAT.
- A range of pupils' books from all year groups and a range of subjects was looked at.
- Several documents were considered, including the school's self-evaluation and the school improvement plan. Inspectors also considered information about pupils' progress, the use of additional funding, behaviour, attendance and safety.
- Inspectors took account of 87 responses to Parent View and spoke to parents before school. Inspectors considered the comments made in 40 free-text responses. Inspectors reviewed the 43 responses to an inspection questionnaire returned by staff and 22 responses from the online pupil questionnaire.

Inspection team

Ann Pritchard, lead inspector	Her Majesty's Inspector
Michael Appleby	Ofsted Inspector
Stuart Evans	Ofsted Inspector
Anne Potter	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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