

# St John the Baptist Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	116297
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357933
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Christopher Grove

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Page
<b>Headteacher</b>	Elaine Merriman
<b>Date of previous school inspection</b>	6 May 2008
<b>School address</b>	Abshot Road Titchfield Common, Fareham Hampshire PO14 4NH
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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 14 lessons, taught by eight teachers. Meetings were held with groups of pupils, with members of the governing body and with staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governing body meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 55 parents and carers as well as those completed by 15 members of staff and 104 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school's tracking information indicates satisfactory or better progress by current pupils, especially in writing in Key Stage 2 and mathematics in Key Stage 1.
- How well curriculum planning and setting appropriately challenging tasks for pupils lead to improving their progress.
- The extent to which the school's monitoring of pupils' outcomes and the quality of provision lead to accurate self-evaluation.

## Information about the school

St John the Baptist is smaller than the average primary school. Most pupils are of White British heritage, and others are from a wide range of different ethnic backgrounds. The number of pupils known to be eligible for free school meals is below average. The proportion of pupils who speak English as an additional language is well below average. The number of pupils with special educational needs and/or disabilities, principally moderate learning difficulties, is broadly average. The Early Years Foundation Stage provision consists of a Reception class. After the Reception class, all pupils are taught in classes of mixed ages. A new headteacher, and a new deputy headteacher, have been appointed since the school was previously inspected. There is a breakfast club and an after-school club, which are not managed by the governing body and were not included in this inspection. The school has achieved national accreditations including the Healthy Schools, Activemark and Eco Schools (Bronze) awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school's overall effectiveness is satisfactory. The positive ethos is reflected in pupils' happiness. Most parents and carers agree that their children enjoy school. One family wrote that they 'only have praise for all aspects of the school'. The happy atmosphere is sustained by the good morale of the cohesive team of teaching and support staff. Every member of staff who completed the survey agreed that they are proud of the school, and that their contribution is valued. A number of parents and carers expressed their appreciation of the improvements that are being made, and several attributed these specifically to the headteacher. As one wrote, 'The impact of the headteacher has been impressive. She has brought a new ethos to the school and makes St John's a happy Christian community.' The good aspects of pupils' personal development are the result of the school's inclusive ethos and the good pastoral care. Most pupils who took part in the survey think that the adults care about them. Consequently, they feel very safe in school, and make positive contributions to the community. Pupils' attendance is now above average.

Children make good progress and achieve well in the Early Years Foundation Stage, as a result of the good provision. By the end of Year 6, pupils' attainment is broadly average. Satisfactory progress in recent years indicates that pupils' overall achievement is satisfactory. However, evidence from the well-managed tracking system shows that pupils' progress across the school is accelerating in the current year.

The quality of teaching is satisfactory overall, and some teaching is good. Important characteristics of the most successful teaching are the good pace to learning and the good use of time. However, the marking of pupils' work does not yet always provide feedback to pupils about how to improve. Nor has the school achieved consistency in the extent to which teachers help pupils to understand the next steps in their learning. The curriculum makes a satisfactory impact in terms of pupils' outcomes in English and mathematics. However, teachers do not consistently provide good opportunities in mathematics for pupils to apply their knowledge and skills through well-devised, problem-solving tasks, particularly in Key Stage 1. Curriculum enrichment and extra-curricular provision are good.

The new headteacher and the senior leadership team have developed a clear and confident vision for the school. Systems to track pupils' performance and to monitor the quality of teaching are used rigorously, with the result that self-evaluation is accurate and secure. Pupils' progress has therefore begun to improve. Attendance has risen sharply as a result of resolute management action. The school has responded positively to the previous inspection report. For instance, better provision in the Early Years Foundation Stage has resulted in improvement in children's knowledge and skills, and pupils' attainment in writing is higher in Key Stage 2. Given the evidence of pupils' currently improving progress, the school has a satisfactory capacity for sustained improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure that pupils make more consistently good progress, by:
  - increasing the proportion of teaching which is good or better
  - setting a consistently good pace to learning in lessons
  - ensuring that marking regularly provides pupils with feedback about improvement
  - involving pupils more fully in assessing the next steps in their learning.
- Develop the curriculum in mathematics, especially at Key Stage 1, with the aim of improving pupils' learning by:
  - providing more opportunities to apply their knowledge and skills to solve problems
  - sharing good practice within the school.

## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement is satisfactory. When children enter the school, their knowledge and skills are typically below expectations, especially in the various aspects of communication and language, and in calculating. In recent years, pupils' attainment by the end of Year 6 has mostly been broadly average, as it was in 2010, though attainment was higher in mathematics than in reading and writing. Pupils with special educational needs and/or disabilities make the same satisfactory progress as other pupils.

In a successful and well-paced lesson, pupils in Years 5 and 6 made good progress in learning to write an explanation text, in part because the teacher provided success criteria which helped them to judge the quality of their own work. In an engaging lesson in mathematics in Years 3 and 4, pupils made good progress in deciding on appropriate strategies and calculations to solve word problems. They first had opportunities to explain to others their strategies to answer the problems, and this further developed their understanding that more than one method could result in a correct solution. They then worked, often collaboratively, to apply their understanding to new problems. This was not a feature of other mathematics lessons seen but demonstrates that there is good practice which could be shared.

Most parents and carers agree that their children enjoy school and feel safe. The secure building, absence of bullying and adults' good care provide a strong sense of safety for pupils. The good relationships between staff and pupils lead to good behaviour around the school, and in classrooms, though some younger pupils can sometimes be inattentive. Good spiritual, moral, social and cultural development is seen in the positive cooperation between pupils in lessons, and in their interest in the life of the school, and good participation in the broad range of extra-curricular activities. The school council has good opportunities to make decisions, for example about the purchase of new playground equipment and about which charities to support. Older pupils act responsibly as buddies to younger pupils. Roles such as office monitors, play leaders and peer mentors offer

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opportunities to take on responsibilities. The Eco Schools award attests to the good impact of pupils' activities in developing their understanding of sustainability through recycling and schemes to save energy. ♦

Pupils show that they have a good awareness about eating healthily and about the value of physical activities in keeping fit. Their practice of healthy lifestyles is well supported by the school's Activemark and Healthy Schools awards. Pupils' satisfactory skills in literacy and numeracy indicate that they are adequately prepared for the next stage of their education. Their good punctuality, and satisfactory workplace skills developed through activities in lessons such as 'talk partners,' also serve to enhance their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Planning for lessons in English and mathematics includes a good match of tasks to the learning needs of different groups of pupils, which is important given the wide span of ages and abilities in each class. All teachers enjoy good relationships with their pupils. However, whereas good teaching is characteristically well paced, and lesson time is well used, these features are less evident in satisfactory teaching. Teaching assistants regularly offer good support for learning in groups, especially for pupils with special educational needs and/or disabilities. In the classroom, teachers often assess pupils' understanding

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well through effective use of questioning. In their marking of pupils' books, teachers regularly offer encouragement, but are not consistent in the extent to which they give advice about how to improve the quality of work. There are well-devised arrangements to set curricular targets in mathematics and writing so as to involve pupils in judging the next steps in their learning. Although some pupils evidently benefit from good use of these arrangements, expectations are not yet consistently applied across the school.

The curriculum is appropriately broad, and is effectively designed to be relevant and interesting to pupils. The strong accent in the school's improvement planning on the development of writing skills is beginning to lead to more rapid progress in this subject. In mathematics, the opportunities for pupils to apply their understanding in problem-solving contexts are not consistent across the school, and are not seen often enough in Key Stage 1. Lessons in personal, social and health education contribute well to pupils' understanding of issues of safety and healthy lifestyles. An Ofsted survey found that the school's provision for history is good. Curriculum enhancement is good, for instance in terms of themed events, such as school grounds day and French culture day. In addition, the range of visits and visitors supplements the curriculum well. Links with secondary schools include a sports partnership and also offer good support for provision in French and music. There is a broad range of extra-curricular clubs offering an interesting variety of cultural, recreational and sporting activities.

The school is welcoming for pupils, parents and carers. One satisfied parent commented that, 'All staff are very approachable and friendly.' The strong commitment to the care for pupils, and especially any whose circumstances make them vulnerable, involves seeking additional support where necessary from external agencies. This reflects the school's inclusive ethos. Good arrangements smooth pupils' transitions within the school, and to secondary education. The appointment of a home-link worker, and close cooperation with the education welfare service, has improved attendance in a short period of time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The impact of leaders' ambition and drive has been satisfactory. The headteacher has set a clear direction for the development of the school, and this is well supported by detailed improvement planning. The other members of the senior team provide effective support, and also act as the leaders of English and mathematics. Improving self-evaluation has resulted from the greater accuracy of the school's tracking information, and from its better use, and also from the rigorous monitoring of the quality of the school's provision. This is leading to improving progress by pupils in the current year. Governors show commitment

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to the school, and work closely with the leadership, with the result that they have a clear understanding of the school's strengths and weaknesses. They ensure compliance with statutory requirements, and provide satisfactory challenge for the improvement of the school. ♦

The positive responses to the survey by most parents and carers attest to their good engagement with the school. Parents and carers appreciate the school's good communication, for instance about their children's progress, and the approachability of the staff. A broad range of partnerships provides strong support for pupils' good well-being. Outside providers support aspects of the curriculum well. Furthermore, the school's good use of local authority consultants has helped to underpin the drive for improvement. The leadership is committed to the promotion of equal opportunities and to tackling discrimination. This leads to good participation by pupils, including those whose circumstances may make them vulnerable. The school has addressed robustly the issue of boys' writing in the Early Years Foundation Stage with positive results. Data show no other significant differences in the performance of the different groups of pupils.

At the time of the inspection, the school's systems and procedures met all the requirements for safeguarding. Where necessary, there is good collaboration with outside agencies. Policies for child protection and anti-bullying safeguard pupils very effectively. Risk assessments for a wide range of circumstances are rigorously undertaken. A recent health and safety audit judged the school extremely favourably. The school has carefully assessed its provision for community cohesion and has a strategy which has been evaluated. Cohesion at the school and local levels is very well developed. The link with a school in Portsmouth gives pupils contact with another community in contrasting circumstances. At the global level, links with schools in Ghana and China provide pupils with good insights into life in different societies.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children make good progress, especially in their emotional and social development, and in aspects of language development including their early reading skills. By the end of the Reception year, the great majority achieve well in most aspects of learning. Children enter Year 1 with attainment that is closer to average, although their writing and calculation skills are less advanced. Relationships with adults and between the children are good. Children learn to behave well and know how to cooperate. They enjoy the activities on offer and take some responsibility for their own learning.

In the morning sessions, children learn with an adult in small groups, with the groups moving between activities in the course of the session. For example, when some were involved with the teacher in discussing and recording words to describe various types of fish, others were engaged purposefully in counting work with an assistant during their role play in a shop. Meanwhile, in the outside area, a third group used shells and stones to undertake a sorting activity which they discussed well with another assistant. In the afternoons, children learn to make free choices between a broad range of interesting activities. In this way, a good balance is achieved of activities that take place indoors and in the outside area, and of focused activities in groups and learning more independently. However, on occasions, the pace of working could be more challenging. Staff observe and record children's development and progress on an ongoing basis. The teacher makes good use of the resulting assessment information to guide future planning. Teaching assistants provide good support. There is good leadership of the Early Years Foundation Stage. Well-judged self-evaluation leads to effective planning for improvement.

The monitoring of teaching and learning has had a beneficial impact so that achievement has improved in recent years. Children and their families are known well. Parents and carers are pleased with what is on offer. One happy parent wrote that, 'Our daughter loves school and gets upset at school breaks because she cannot attend.'

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a low rate of return of completed questionnaires. Most parents and carers feel that the school promotes a healthy lifestyle, and almost all are also confident that the school keeps their children safe. The great majority believe that the quality of teaching is good. Inspectors judge the quality of teaching to be satisfactory. Most think their children are making enough progress. Inspectors judge that pupils make satisfactory progress. The

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great majority think that the school deals effectively with unacceptable behaviour, and inspectors endorse this view.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John the Baptist Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	58	21	38	2	4	0	0
The school keeps my child safe	41	75	13	24	1	2	0	0
My school informs me about my child's progress	29	53	26	47	0	0	0	0
My child is making enough progress at this school	28	51	24	44	1	2	1	2
The teaching is good at this school	24	44	28	51	2	4	0	0
The school helps me to support my child's learning	25	45	27	49	1	2	0	0
The school helps my child to have a healthy lifestyle	30	55	21	38	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	49	20	36	4	7	1	2
The school meets my child's particular needs	31	56	21	38	1	2	1	2
The school deals effectively with unacceptable behaviour	24	44	22	40	5	9	2	4
The school takes account of my suggestions and concerns	33	60	18	33	2	4	0	0
The school is led and managed effectively	38	69	16	29	1	2	0	0
Overall, I am happy with my child's experience at this school	36	65	16	29	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 April 2011

Dear Pupils

**Inspection of St John the Baptist Church of England Primary School, Fareham PO14 4NH**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire. Inspectors judge that you go to a satisfactory school.

These are the main things that we found out about your school

- Your school is welcoming and sets a positive climate for your learning.
- You enjoy school, and your behaviour in lessons and around the school is good.
- You have good relationships with the adults who take good care of you.
- You feel very safe in school and have a good understanding of healthy lifestyles.
- You make good contributions to your school and community.
- Children do well in the Reception class.
- Most of your parents and carers are pleased with your experience at school.
- Your attainment in English and mathematics by the end of Year 6 is broadly average, and your progress across the school is satisfactory.

We have also asked your school to make some further improvements:

- Make sure that more of you make faster progress. We have suggested that more of the lessons should be good or better. As part of this, we have asked the school to make sure that every teacher sets a consistently good pace in lessons, and that marking gives you more feedback about improving the quality of your work. We have also asked the school to involve you more in judging what you need to do next to improve.
- Improve the curriculum, especially at Key Stage 1, to give you more opportunities to use and apply your mathematical knowledge and skills to solve problems.

You can help too by working hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead inspector

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