

Flying Bull Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 131210 |
| Local Authority | Portsmouth |
| Inspection number | 360231 |
| Inspection dates | 4–5 July 2011 |
| Reporting inspector | Andrew Saunders |

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

| | |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 409 |
| Appropriate authority | The governing body |
| Chair | Michael Bennett |
| Headteacher | Deamonn Hewett-Dale |
| Date of previous school inspection | 19 May 2008 |
| School address | Flying Bull Lane Buckland Hampshire PO2 7BJ |
| Telephone number | 023 9269 4313 |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 23 lessons taught by 15 teachers. They held meetings with senior leaders, groups of pupils, staff and members of the governing body, and spoke to pupils, parents and carers informally. They looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures and records of school leaders' monitoring of teaching and learning. They also reviewed minutes from meetings, the school development plan and questionnaires received from 35 parents and carers, as well as responses from staff and pupils.

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

- How effectively has the school implemented strategies and developed the curriculum to increase attainment, particularly in writing, and for girls and the more able pupils at Key Stage 2?
- Have the strategies to improve teaching, particularly of writing, been effective, and are they used consistently?
- How effective are leaders at all levels in identifying and bringing about improvements to increase attainment?

Information about the school

Located in an urban area of Portsmouth, this school is larger than average. The proportion of pupils known to be eligible for free school meals is above average. Most pupils are of White British heritage, with a few pupils from a range of other backgrounds. The proportion of pupils with special educational needs and/or disabilities is well above average. These pupils have a broad spectrum of needs, including behavioural, emotional and social difficulties, and there are a few pupils with complex needs. The Early Years Foundation Stage comprises a Nursery class and two Reception classes. The school runs a breakfast and after-school club. There is a resourced provision for pupils with behavioural, emotional and social difficulties within the local authority, located in the school. The school has achieved the Healthy School award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Flying Bull Primary is a good school because the great dedication of the staff ensures pupils are exceptionally well cared for and supported, enjoy learning and are making good progress. The leadership team has developed well since the last inspection and has an accurate view of the work of the school.

- Standards of attainment have been rising steadily since the last inspection. By the end of Year 6, pupils' attainment is broadly average overall, and above average in mathematics. Attainment in English has also risen, particularly in reading, although more slowly than in mathematics.
- Improvements in writing have been more difficult to bring about, although new strategies are having an impact in the classroom. It is too early for this to be evident in the published data.
- Broadly average attainment and good progress means that the achievement of pupils is good.
- There is good support for those pupils with a wide range of special educational needs, including complex needs. The school goes to great lengths to ensure that their needs are clearly understood and sensitively fulfilled. As a result, these pupils are helped to get the most out of the opportunities available to them and make good progress, considering their individual needs.
- The school has been rigorous in promoting the importance of being at school regularly and takes considerable steps to help pupils and their families recognise this importance. As a result, attendance has improved and is broadly average.
- Strategies to improve teaching have been successful. Teaching is usually good, and where it is no better than satisfactory, leaders have identified this and are providing the support to bring about improvements. Less effective lessons do not always move swiftly enough or provide pupils with enough challenge, particularly the most able.
- There has been much work on planning a creative curriculum, although not all of this has been implemented yet. Consequently, while there are aspects which are strong, the curriculum does not yet provide sufficient opportunities for pupils to write at the levels they are capable of.
- The behaviour of most children is good and supports their learning. A very few pupils, particularly those in the behaviour resource, find it very challenging to remain within the expectations of the school. Some of their behaviour requires considerable attention from the well-trained adults to ensure that the learning of other pupils is not disrupted.

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- These pupils are very well supported to develop their understanding of what they are feeling and experiencing, to help them make better choices. As their personal development improves, their learning often improves rapidly.
- Parents expressed very positive views of the school. As a parent commented, 'My child is extremely happy at Flying Bull and loves going to school every day'. Another said, 'This school helps not only the children, they help the parents as well.'
- The school has been highly effective in developing community cohesion. Leaders have undertaken a robust audit of their work, and the resulting action plan is being implemented rigorously. As a result, the school is highly effective in developing a strong sense of community within the school, locally, with others schools within the United Kingdom and further afield in Europe.

The key issues raised at the last inspection have been addressed effectively. Alongside the accurate evaluation of recent strategies by senior leaders, the rise in achievement and attendance, and the supportive challenge by members of the governing body, this demonstrates that the school has good capacity to sustain further improvements.

What does the school need to do to improve further?

- Raise attainment in writing, by July 2012, by:
 - developing the creative curriculum to provide more opportunities to practise writing at the levels pupils are capable of
 - giving pupils opportunities to reflect on and respond to their targets and the high quality comments in their books.
- Ensure that more-able pupils are challenged in all lessons.

Outcomes for individuals and groups of pupils

2

Children's skills and knowledge levels when they join the Early Years Foundation Stage in the Nursery are often considerably lower than those expected for their age. The good resources, sound teaching and well-focused activities available mean that they make good progress during their time in Nursery and Reception and make up considerable ground. Good progress continues throughout the school, and by the end of Year 6, pupils have made good progress from their starting points. This is because teachers work hard to make the tasks interesting. For example, during a practical science lesson, pupils in Year 6 enjoyed suggesting what would happen when they investigated changes to the electrical circuits they had made. In lessons, boys and girls participate equitably and make similar progress. They display good attitudes to learning, particularly when lessons move at a swift pace and the work is challenging. Pupils with special educational needs and/or disabilities, including a few pupils with complex needs, are supported by well-trained staff and carefully chosen programmes, such as those for writing and mathematics. As a result, they make similar progress to their peers. Pupils develop good skills in reading, mathematics and information and communication technology because there are good opportunities to practise these. Like their peers, more-able pupils' attainment in writing is improving slowly but does not yet match their attainment in mathematics or reading.

Those pupils with behavioural, emotional and social development issues are helped to develop their understanding of how to participate more positively in the school

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community. The school has had considerable success in helping these pupils to participate in lessons and increase their rate of progress, exceptionally in some cases. On the occasions where these pupils let themselves down, their behaviour is well managed. Other pupils recognise that these few pupils find it difficult to behave as well as the school would like, and are understanding of this. They get along very well on the playground, and older pupils enjoy helping younger ones. Pupils say that they get good opportunities to say what they think should be improved in the school, and particularly like the trips and visitors they have. They feel safe because they know the adults care so well for them. Pupils know a lot about what they can do to keep themselves healthy, for example participating enthusiastically in sports clubs. As a result, the school is proud to have been recognised for their efforts through the Healthy Schools award. Pupils representing the school in a wide range of sports have done well in competitions. For example, they recently won the Portsmouth short tennis tournament. They make a good contribution to their community, for instance by participating successfully in the Portsmouth in Bloom competition, or as peer mediators. The vegetable gardens help them to develop their understanding of the environment, and are used with pride in a cooking day with a local chef. The improvement in attendance has included those who have been too regularly away from school. The number of pupils whose attendance has caused concern has fallen. Opportunities for spiritual reflection are respected, and pupils are well aware of the need to make good choices, for example when there is a moral dilemma to resolve. Their social and cultural development is also good, supported by their interaction with pupils at other schools.

These are the grades for pupils' outcomes

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

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

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How effective is the provision?

In the best lessons, tasks are well matched to the needs of pupils and teachers adapt the lesson as it proceeds, taking account of what pupils know. This is not yet consistent and on occasions where the tasks do not provide sufficient challenge, for example for more-able pupils, progress is slower. Pupils are encouraged to make good use of their targets to know what they need to do next, and marking in books is consistent and encouraging, including clear indications of how pupils can improve. However, pupils are not given enough opportunities to respond to these comments or reflect on how they, personally, can work to achieve their targets. This limits their progress in some areas, particularly writing. Systems to keep track of pupils' progress are well established and increasingly used to help teachers plan work that is appropriate for the wide range of abilities. The curriculum provides pupils with a wide variety of experiences and widens their views about the world. The purchase of the school minibuses means that teachers are able to arrange a wide range of local trips. For example, younger pupils were very excited about the range of animals they had seen at the Sealife Centre and enjoyed drawing and writing about this. However, the plans to develop the curriculum are embryonic and have only been trialled in a few classes. For example, the opportunities for longer pieces of writing outside of English, while increasing, do not challenge pupils often enough to do their best writing.

All the adults demonstrate great care for the pupils through the sensitive support and positive encouragement they give, and relationships are excellent. As a result, pupils know that any issues they raise will be dealt with. Pupils, as well as parents and carers are confident in the advice and information they get from the school. They commented about the friendly, inclusive ethos, and the support every pupil can expect. Pupils who face considerable difficulties in their lives are exceptionally well supported, through the expertise within the school and effective partnerships outside the school. The resource provision for pupils within the city who have behavioural, emotional and social difficulties is highly regarded and gives pupils who have had difficulties within schools elsewhere the chance to make a new start. The school can point to examples where it has had outstanding success in helping these pupils to overcome the issues they face. The breakfast club and after-school club run by the school are popular and give the pupils who attend a secure and enjoyable experience, with a calm start or end to their day.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher and the senior leadership team have accurately identified the challenges facing the school and have developed appropriate plans, which are proving effective. They

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have a strong vision to provide the best possible opportunities for pupils to learn and succeed. This is widely shared by the other leaders, staff and governors and, as a result, teaching has improved and progress has increased. The outstanding care, guidance and support for pupils are modelled by senior leaders and there is a good sense of teamwork among the adults. The school's good relationships with parents and carers as well as the local community have helped to improve attendance, for example. The school has developed a wide range of ways to communicate with parents and carers, which they said they appreciate. Safeguarding is given the highest priority; routines and procedures are regularly reviewed and updated and all government requirements are met. Any discrimination is identified and tackled. The school ensures that all pupils have equal opportunities to participate and succeed through the many clubs and wider opportunities available. The school is highly active in seeking out and developing beneficial partnerships which contribute towards pupils' learning and development. The school's contribution to developing community cohesion is exceptional; staff have undertaken a detailed audit and are currently implementing a comprehensive action plan to tackle any issues identified. For example, the exchange visits and project work with a school in Caen develop cultural understanding and diversity. As a result, pupils are well informed about the beliefs and lifestyles of others, within their own community and further afield. Members of the governing body are well informed and bring a wide range of helpful skills to support the school. They challenge the school where appropriate and follow up any issues until they have been resolved, to ensure they fulfil their statutory duties.

These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

The good relationships between adults and children, as well as among the children themselves, mean that the Early Years Foundation Stage is a happy, engaging place to learn. The exceptional care and support children get help them to settle quickly into the

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routines of the school, and they make good progress, particularly in their attitudes to learning, and social and emotional development. From particularly low starting points, they also make good progress in their communication, language and literacy, and calculating. Parents say that their children thoroughly enjoy being at school. The range of activities provided by adults, as well as those they choose for themselves, provide the right level of challenge. Occasionally, adults do too much for the children, which constrains their independence. When given more freedom, children respond well and enjoy taking responsibility. Adults are well trained and enthusiastic and provide great encouragement for the children. The environment is welcoming, with good access to interesting resources, which support good learning. Child-initiated activities are well monitored and children's achievements are assessed to add to the picture of the progress they have made. The use of books to record the children's learning is shared with parents and carers, so that they feel they know how well their children are doing. Good leadership ensures that the environment is kept safe and that children's learning is carefully monitored and evaluated.

These are the grades for the Early Years Foundation Stage

| | |
|------------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

The number of questionnaires received by the inspection team was low compared to other inspections. For all the questions, the views of parents and carers were very largely positive, and above the percentages seen elsewhere. A very small minority of parents and carers did not agree that the school deals effectively with unacceptable behaviour. Inspectors found that a very few pupils do display challenging behaviour at times, but that this is managed particularly effectively through the well-established procedures and strategies the school has in place. The school is highly sensitive to the individual circumstances of each pupil and ensures procedures are adapted appropriately. The inspectors judged that the management of behaviour is a strength of the school. A number of parents and carers commented about the impact the school has had on developing family learning, and feel that they have been helped to support their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flying Bull 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 20 | 57 | 11 | 31 | 3 | 9 | 1 | 3 |
| The school keeps my child safe | 22 | 63 | 12 | 34 | 1 | 3 | 0 | 0 |
| My school informs me about my child's progress | 15 | 43 | 20 | 57 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 20 | 57 | 12 | 34 | 2 | 6 | 1 | 3 |
| The teaching is good at this school | 22 | 63 | 12 | 34 | 1 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 26 | 74 | 8 | 23 | 1 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 25 | 71 | 10 | 29 | 0 | 0 | 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) | 20 | 57 | 12 | 34 | 2 | 6 | 0 | 0 |
| The school meets my child's particular needs | 21 | 60 | 13 | 37 | 1 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 20 | 57 | 10 | 29 | 4 | 11 | 1 | 3 |
| The school takes account of my suggestions and concerns | 17 | 49 | 16 | 46 | 1 | 3 | 0 | 0 |
| The school is led and managed effectively | 19 | 54 | 15 | 43 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 21 | 60 | 12 | 34 | 1 | 3 | 1 | 3 |

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



6 July 2011

Dear Pupils

Inspection of Flying Bull Primary School, Portsmouth, PO2 7BJ

Thank you for showing us the work you were doing and talking to us about what you were learning when we visited your school. Many of you told us how much you enjoy being at school, and we could see how well you get on with one another. We have judged that it is a good school.

- The teachers know each of you very well, and know how to support you so that you can develop well.
- You told us you feel very well cared for and safe because you know you can talk to an adult if you are worried, and they will help you sort it out.
- Teaching is getting better because the headteacher and other senior staff know the school well and give good support to your teachers.
- Teachers make good use of the information they have about your learning to give you suitable targets and plan their lessons. As a result, you make good progress, and your results at the end of Year 6 have been improving.
- Your attendance has improved. It helps that you enjoy being at school, as so many of you told us.
- The behaviour of most children is good, which helps you to learn well.
- Those of you in the behaviour resource provision have lots of adults to help you, particularly to understand how you are feeling, or what you are experiencing. As a result, you learn to make good choices.
- The school is particularly successful in developing your understanding of the beliefs and lifestyles of other pupils, for example through your exciting trip to the school in Caen.

Although it is a good school, the headteacher and other adults are determined to make it even better. We have asked the school to help you improve your writing, by giving you more opportunities to do your best writing, and by giving you the chance to think more about your targets or to respond to the comments that teachers write on your work.

You can help by thinking about your targets, every time you do some writing. We wish you every success for the future.

Yours sincerely

Andrew Saunders

Lead inspector

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