

# Regina Coeli Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	101800
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	335789
<b>Inspection dates</b>	15–16 October 2009
<b>Reporting inspector</b>	Gordon Ewing

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marian Hamilton
<b>Headteacher</b>	Mr Donal McCarthy
<b>Date of previous school inspection</b>	5 November 2006
<b>School address</b>	173 Pampisford Road South Croydon Surrey CR2 6DF
<b>Telephone number</b>	020 8688 4582
<b>Fax number</b>	020 8688 0225
<b>Email address</b>	admin.regina-coeli.croydon@lgfl.net

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons, and held meetings with governors, members of staff, groups of pupils and had informal discussions with some parents. They observed the school's work, and looked at a range of evidence, including the systems for assessing and monitoring pupils' progress, the work that pupils had produced in their books, the quality of teachers' marking and the questionnaires completed by 255 parents and carers, 48 pupils and 19 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The effectiveness of the teaching provided for all pupils across the school.
- The attainment and progress of specific groups, and especially of boys and girls.
- How well assessment is used to ensure that the challenge is right for all pupils.
- The effectiveness of the school's leadership and management at all levels in embedding and driving ambition so that outcomes for pupils are secure and improving.

## Information about the school

Regina Coeli is a larger than average primary school. The school serves four parishes and all the pupils come from Roman Catholic families. There are always more applications than places available. A large majority of the pupils are of White British heritage and other minority ethnic groups are represented in smaller numbers. There are a few pupils, about 7% in total, who have English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below the national average. These needs and/or disabilities are wide-ranging and include speech, language and communication difficulties as well as specific learning difficulties linked to literacy and numeracy. Provision for the Early Years Foundation Stage caters for children aged four and five years old consisting of two full-time Reception classes. In Key Stage 1, pupils in Years 1 and 2 are grouped into four single-aged classes. The organisation in Key Stage 2 is similar with two single-aged classes in each of Years 3, 4, 5 and 6. The school has gained a number of awards and accreditations including Active Mark and Healthy Schools.

The governing body manages a breakfast club for 34 pupils.

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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**

**2**

### Main findings

Regina Coeli Catholic Primary School provides a satisfactory education for all its pupils. As one parent commented, mirroring the views of many others, 'It is a very happy school with a great ethos.' It has some noteworthy strengths including an effective and ever improving Early Years Foundation Stage, a good curriculum that brings extra enrichment to all pupils, and systems of pastoral care that contribute well to pupils' personal development and learning. Pupils' good attendance reflects their clear enjoyment of school. Their good behaviour and their positive attitudes are underpinned by the school's success in instilling strong spiritual, moral, social and cultural appreciation.

Children rapidly adjust to life in Reception because arrangements for their induction are sensitive, supportive and personalised. This contributes significantly to the good progress that they make in all areas of learning. This level of progress continues through to Year 2 because pupils are well prepared for the transition and good teaching ensures that pupils of all abilities achieve well. In each of the last three years pupils in Year 2 have consistently attained above average standards in reading, writing and mathematics. Standards by the end of Year 6, however, have been more variable over the same timescale. In 2007, standards in English, mathematics and science were above average but then began to dip in 2008 and, by 2009, local authority data indicate that standards were broadly average in English and mathematics and well below average in science. In particular, the number of pupils expected to achieve the higher levels dipped significantly.

Inspection evidence shows that a significant factor contributing to pupils' inconsistent progress in Key Stage 2 is that much of the teaching does not adequately challenge pupils of all abilities and, in particular, the more able. Teachers' planning does not always adequately cater for all pupils' needs and assessment data are not being used with enough precision to reshape tasks and explanations to better match the pace of learning of each individual. The school has, very recently, introduced sharper target setting but pupils do not yet know their targets with confidence so are unsure of how to take the next step in their learning. The majority of teachers' marking, whilst supportive, does little to move pupils' learning forward.

The headteacher and new deputy headteacher are committed and highly respected by the school's partners and stakeholders. They have tackled robustly the challenges of some significant staff turnover in recent years. Although some aspects of the leadership and management of teaching are underdeveloped in terms of the frequency of lesson observations, the senior leadership, ably supported by the strong governing body, is rigorously and effectively addressing areas for improvement. Taking into account such

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decisive action and the leadership's good track record, the school has a good capacity for sustained improvement.

About 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 the monitoring of teaching and learning is rigorous and robust by:
  - frequent, at least termly, lesson observations undertaken by leaders at all levels
  - more closely tracking the progress of pupils so that teachers' day-to-day planning and assessments are better tuned to pupils' learning needs.
- Increase the level of challenge in lessons for all pupils and, especially, the more able by:
  - ensuring assessment data are used effectively in teachers' planning so that lesson activities are well adapted for the range of abilities present and provide high levels of challenge for all pupils, especially the more able.
- Develop rigorous and effective strategies to support pupils' learning by:
  - setting pupils clear short- and medium-term targets that help them to take the next step in their learning with greater confidence and independence
  - monitoring and improving the quality of teachers' marking in order that pupils receive accurate and meaningful feedback on their learning and receive clear guidance on what they must do to improve further.

**Outcomes for individuals and groups of pupils****3**

Most pupils, including those with special educational needs and/or disabilities, make satisfactory progress in the majority of lessons, and particularly good progress in the Reception classes and in Years 1 and 2. Pupils of all abilities and backgrounds are well motivated and demonstrate good attitudes to learning and, consequently, respond well to lessons, especially where activities and the resources used are accurately geared to their needs. For example, in a Year 2 science lesson pupils were inspired by a task to compare their height measurement with the length of their shoe. They showed good skills of collaboration and responded well to the strong pace and the high-quality teacher questioning. Teaching assistants supported groups of children well so that learning was active, focused and motivating. The teacher's planning catered well for all pupils and ongoing assessment during the lesson helped staff to adapt activities to pupils' growing understanding and knowledge. In a Year 6 mathematics lesson pupils were tackling long multiplication problems using a variety of methods. Pupils were encouraged to make estimates of the approximate answer, which reinforced their mental agility and tested their knowledge of important number bonds. They demonstrated good levels of independence and sustained concentration even when the problems increased in difficulty. The teacher's planning was effective and demonstrated how she had assessed pupils' previous levels of understanding and adapted the next

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lesson to ensure activities were closely matched to pupils' abilities. The teaching assistant was very skilful in supporting her small group of pupils and used very effective questioning to test their understanding and provide extra challenge.

This was not the case in a significant proportion of other lessons, especially in Key Stage 2, where activities were not sufficiently challenging, especially for the higher attainers. Pupils were often allowed to move to the next task without having their work checked to ensure that their learning was secure. Consequently, teachers' assessment of progress was neither accurate nor up to date and opportunities to adapt future learning activities were often missed. Annual targets are set for all pupils and the tracking of progress is improving but teachers' planning does not always take account of pupils' prior learning. Pupils are great ambassadors for their school. They are polite, articulate, have a good knowledge of healthy living and are keen to make the most of the many opportunities the school has to offer. They take on various roles and responsibilities in school including contributing to school assemblies, for example, on themes such as bullying, and performing at community musical events. The school councillors take their responsibilities seriously and make a positive contribution to the development of the school. Pupils play a key role in raising funds for a broad range of charities both locally and abroad. Pupils play together well and use the excellent school grounds responsibly and safely. A very small minority of parents expressed concerns over bullying and some aspects of pupils' behaviour. However, inspection evidence shows that behaviour is good overall and pupils themselves report that bullying is rare and that it is dealt with swiftly by staff. Pupils' good awareness of other faiths and cultures, alongside their average standards in basic skills, means they are soundly prepared for 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>

<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.

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<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> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching and learning is satisfactory overall. Nonetheless, there are some good aspects through the school, especially in Reception and in Years 1 and 2. In most lessons pupils display good skills of cooperation, collaboration and perseverance, even in those lessons where the pace and level of challenge is inconsistent. In lessons where pupils experience motivating, practical and thought provoking activities their work rate is high and their behaviour is good. They display a positive work ethic and learn swiftly. In other classes, particularly in Years 3 to 6, some teaching lacks challenge, especially for more-able pupils, and consequently, they do not securely achieve the higher levels of which they are capable. Opportunities are frequently missed to provide suitable extension activities to pupils so that they can accelerate their learning at a pace suited to their needs. Pupils' books show that teachers' marking is positive, praising and corrective but rarely do pupils receive specific feedback focused on how to move their learning further forward. In addition, pupils are not consistently encouraged to discuss their work with their peers, use self-checking strategies or develop greater independence.

Parents have welcomed the introduction of two progress review afternoons and three one-to-one parent consultations per year. Early indications show that this is acting as a strong catalyst to improve the tracking of pupils' progress more accurately. The new deputy headteacher has played a key role in improving teacher assessment and target setting in order to hold teachers to account for the rate of pupils' progress.

The curriculum, boosted by a wide range of stimulating enrichment activities, is good overall. By moving to a more themed approach to learning there are improved opportunities for cross-curricular learning. For example, the Year 6 residential visit to the Isle of Wight has acted as a stimulating focus for studies involving history, geography, literacy and information and communication technology (ICT). Enrichment activities such as after-school clubs, visitors to the school and links with partner schools bring added colour to pupils' learning experiences. Pupils speak very warmly of their opportunities to learn French and Japanese as well as to play a musical instrument. The popular and successful breakfast club provides good opportunities for pupils to socialize and learn more about leading a healthy lifestyle. Within this positive picture, both staff and pupils express clear frustration over the lack of opportunity to develop the use of ICT across the curriculum. The ICT suite is cramped and the equipment slow and unreliable. Consequently, pupils have limited opportunities to apply important learning skills within a multi-media learning environment.

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The school's evident commitment to the care, guidance and support of all pupils is at the heart of all its actions. Within this positive, cohesive community, pastoral care is a clear strength and pupils feel well supported and safe. Pupils with special educational needs and/or disabilities receive sound support from their teachers. Teaching assistants work hard to provide effectively for these pupils so that they achieve as well as their peers.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

One distinctive aim of Regina Coeli School is to provide a happy, Christian family atmosphere in which all become active caring members and all are treated equally. It is clear that this aim is being fully realised because the whole school culture is founded on harmony, sensitive care and mutual respect. The headteacher and deputy headteacher provide secure leadership that is greatly valued by parents, pupils and staff. The key focus on providing good standards of care and safeguarding, alongside developing pupils' spiritual and moral compass, is well recognised. The monitoring of teaching and learning lacks some rigour and precision and, consequently, standards and achievement have been allowed to slip in recent times. Middle leaders are committed and enthusiastic but their involvement in evaluation activities, such as lesson observations and assessing progress by looking at pupils' work, are underdeveloped.

Even though many of the governors are relatively new to the role they have a firm grasp of the school's strengths and weaknesses. They are informed, very knowledgeable and confident in holding the school's leadership to account. They are clearly determined to take an even more rigorous stance in ensuring that recent fluctuations in the standards achieved and the progress that pupils make will continue to be addressed through the rigorous implementation of the recently agreed action plan.

Effective and robust steps are taken to ensure pupils are safe. Strong partnerships with local schools, parents and external agencies support pupils' learning and personal development. The school reaches out well to other communities but it has yet to evaluate the impact of this work on promoting community cohesion both locally and beyond.

*These are the grades for leadership and management*



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<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>2</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter Reception with the range of skills and abilities expected for their age. The effective arrangements for their induction into the school are greatly appreciated by parents and contribute significantly to the rapid way in which children settle. They immediately experience a well-resourced, vibrant and colourful learning environment. Focused adult support and guidance ensure that children make good progress across all areas of learning. Effective and regular assessment is used well to target learning activities that are tightly geared to children's needs.

Children are clearly happy, feel safe and behave well. They are confident learners and enjoy the broad range of experiences to which they are exposed. There is a good focus on key skills in literacy and numeracy as well as on their personal, social and emotional development. This represents good improvement since the last inspection. Within this positive picture overall, more opportunities are needed to develop children's independence and in making personal choices in their learning. In addition, the use of indoor and outdoor learning areas through the day needs to be more balanced. The new Early Years Foundation Stage coordinator shows strong and ambitious leadership. She has had considerable impact in her first year and leads her team well. Good systems of planning, recording and assessing children's progress promote learning well and prepare them well for the move to Year 1.

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*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

Overall, the overwhelming majority of parents are happy with their child's experience at school. The proportion of questionnaires returned was above average and, of these, the vast majority were generally positive. Only two of the 13 questions received less than a 90% positive response. These were relating to the school's management of unacceptable behaviour (87% positive) and how it responds to parents' suggestions and concerns (88% positive).

A few questionnaires had comments appended, and the large majority were entirely positive. A very small minority of parents expressed concern over the management of behaviour and incidents of bullying. Inspectors responded to these concerns by discussing the issues with some parents, pupils and staff as well as observing pupils at work and play around the school. As reported previously, inspectors judged behaviour as good overall and pupils reported that bullying was rare and swiftly dealt with by staff. The views of the parents interviewed informally in the playground confirm the positive responses in the questionnaires.

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

Ofsted invited all the registered parents and carers of pupils registered at Regina Coeli Catholic 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 255 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	158	62	95	37	3	1	0	0
The school keeps my child safe	165	65	81	32	4	2	3	1
The school informs me about my child's progress	117	46	134	53	1	4	1	0
My child is making enough progress at this school	111	44	130	51	10	4	1	0
The teaching is good at this school	118	46	131	51	3	1	0	0
The school helps me to support my child's learning	113	44	138	54	1	0	1	0
The school helps my child to have a healthy lifestyle	120	47	129	51	5	2	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)	120	47	110	43	3	1	0	0
The school meets my child's particular needs	110	43	125	49	10	4	1	0
The school deals effectively with unacceptable behaviour	74	29	146	57	12	5	5	2
The school takes account of my suggestions and concerns	63	25	161	63	17	7	1	0
The school is led and managed effectively	125	49	123	48	3	1	1	0
Overall, I am happy with my child's experience at this school	150	59	103	40	1	0	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



19 October 2009

Dear Pupils

Inspection of Regina Coeli Catholic Primary School, South Croydon, CR2 6DF

Thank you for so warmly welcoming my team of inspectors that visited Regina Coeli School last week. We enjoyed sharing in your assembly, lunch and playtimes as well as visiting lessons and talking personally with many of you. We were pleased to see that you are happy at school and get on so well with each other.

Regina Coeli School provides you with a satisfactory education. There is much to like about your school and these are the key aspects we would like to mention:

- You behave and collaborate well in your work and play.
- You often make sensible choices in keeping fit and healthy.
- You told us that all the adults take good care of you and are always there to support and guide you.
- You make steady progress as you move through the school, though we think that you could make even better progress, especially in Years 3, 4, 5 and 6.
- There are some good features in your lessons and the range of activities you experience, but there are some aspects of the teaching that we have asked the school to improve.

All the adults in your school work hard and want it to be even better. So the team of inspectors have asked them to make these improvements:

- Make sure that your lessons are as challenging and interesting as they can be.
- Make sure that teachers provide consistently good lessons and provide you with frequent advice about how you can take the next step in your learning.
- Make sure that all school leaders look more closely at the work of the school so that everyone maintains high standards and all pupils do as well as they can.

We wish the whole school community at Regina Coeli every success for the future.

Yours faithfully

Gordon Ewing

Lead inspector

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