



# St Chrysostom's Church of England Primary School

Inspection report

---

<b>Unique Reference Number</b>	105491
<b>Local authority</b>	Manchester
<b>Inspection number</b>	377252
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Stephen Wall

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	292
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Ian Gomersall
<b>Headteacher</b>	Melanie Michael
<b>Date of previous school inspection</b>	15 June 2009
<b>School address</b>	Lincoln Grove Chorlton-on-Medlock Manchester M13 0DX
<b>Telephone number</b>	0161 273 3621
<b>Fax number</b>	0161 273 1955
<b>Email address</b>	admin@st-chrysostoms.manchester.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	03–04 November 2011
<b>Inspection number</b>	377252

## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 13 lessons taught by 10 teachers. They held meetings with staff, groups of pupils, the chair and vice chair of the governing body and a group of parents and carers. Documentation was scrutinized including: information related to the tracking of pupils' academic and personal progress; detailed analysis of pupils' attainment and progress; the school's self-evaluation; minutes from meetings of the governing body; and evidence to demonstrate how the school supports pupils whose circumstances may make them vulnerable. Inspectors also examined evaluations undertaken by the school to ensure that it meets statutory requirements with regard to safeguarding. In addition, 130 questionnaires completed by parents and carers were scrutinized along with questionnaires returned by a representative sample of 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 well different groups of pupils achieve, especially: pupils from different ethnic backgrounds; pupils who speak English as an additional language; those who join the school at other than normal times; and higher-attaining pupils.
- How effectively teaching and the use of assessment information combine to meet the wide range of pupils' differing abilities and needs in the school.
- How accurately leaders and managers at all levels, including the governing body, evaluate the effectiveness of the school and use the outcomes to drive improvement.

## Information about the school

This is an above average-sized, inner-city primary school in which pupil numbers are rising rapidly. The proportion of pupils known to be eligible for free school meals is well above average. Over 90% of pupils are from a wide range of minority ethnic backgrounds. Over 60% of pupils speak English as an additional language. An above-average proportion of pupils has special educational needs and/or disabilities, although the proportion of pupils with a statement of special educational needs is broadly in line with the national average. Many more pupils than usual join different year groups at other than normal times. Many of these pupils speak little or no English on arrival.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school that provides excellent value for money. Outstanding leadership and management at all levels, including the governing body, are the cornerstones of the school's success. Leaders and managers evaluate the effectiveness of the school with pin-point accuracy. They welcome challenges, which they use as spurs to drive relentless and rapid improvement. However, leaders and managers do not forget that learning is also about fun and enjoyment, which the school provides in lavish amounts through outstanding teaching and the excellence of the curriculum. Since the previous inspection, the school has made huge strides in almost every aspect of its work. This demonstrates the school's outstanding capacity to carry on improving.

Children make excellent progress in the outstanding Early Years Foundation Stage, which they join with skills that are generally well below age-related expectations. Excellent progress is maintained as pupils move up through the school with the result that attainment is above average by the end of Key Stage 2. Outstanding care, guidance and support ensure that all groups of pupils achieve outstandingly well, including those whose circumstances may make them vulnerable. All aspects of pupils' personal development are outstanding. Behaviour is exemplary. Pupils love being in school where they feel exceptionally safe. They are confident, polite and welcoming to visitors. Their pride in their school is almost palpable. Race, religion and background are irrelevant to how seamlessly pupils interact with one another and adults in this exceptionally harmonious and happy school community.

Teaching has a razor-sharp focus on learning. Developing pupils' literacy skills is at the heart of every lesson in every subject. The school is eager to raise attainment even further by making sure that all teaching is equally outstanding. Assessment information is used to excellent effect to track pupils' progress towards demanding targets. Even lower-attaining pupils are expected to attain at least in line with national averages and, in the vast majority of cases, the school succeeds in bringing this about.

Leaders and managers leave no stone unturned to ensure that each pupil achieves at least in line with his or her potential. Excellent partnerships make a major contribution to developing staff expertise and pupils' learning. Parents and carers value the school extremely highly. The school's success in developing community cohesion is outstanding. The outstanding promotion of equal opportunities for every

pupil, regardless of ability or background, underpins every aspect of the school's work and its success.

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

- Raise attainment even further by:
  - making sure that all teaching is as excellent as the very best
  - developing further the use of information and communication technology (ICT) to support pupils' skills as independent learners.



# Brookburn Community School

## Inspection report

---

<b>Unique Reference Number</b>	105414
<b>Local authority</b>	Manchester
<b>Inspection number</b>	377240
<b>Inspection dates</b>	17–18 November 2011
<b>Reporting inspector</b>	Kathleen McArthur

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Torben Steeg
<b>Headteacher</b>	Schelene Ferris
<b>Date of previous school inspection</b>	26 March 2007
<b>School address</b>	Brookburn Road Chorlton-Cum-Hardy Manchester M21 8EH
<b>Telephone number</b>	0161 8818880
<b>Fax number</b>	0161 8617960
<b>Email address</b>	admin@brookburn.manchester.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	17–18 November 2011
<b>Inspection number</b>	377240

## Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons taught by 16 teachers, held meetings with groups of pupils, members of the governing body, and staff, and met parents and carers informally. They observed the school's work, and looked at safeguarding procedures and documents including school and national pupil progress data, policies, development plans, local authority reports and samples of pupils' work. Questionnaires from staff and pupils and the 158 returned by parents and carers were scrutinised.

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

- How effectively the school tackles any inconsistencies in attainment and progress, especially in writing for higher attaining boys.
- The way pupils are involved in the assessment of their learning so they know how to improve their work.
- The way the curriculum inspires high quality learning and provides memorable experiences.
- How effectively leaders and managers at all levels contribute to school self evaluation and planning for improvement.

## Information about the school

The school is much larger than most primary schools. About two thirds of pupils are of White British heritage. Others are from different minority ethnic groups, the largest of which is Pakistani. A few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and/or disabilities. The number of pupils with a statement of their special educational needs/and or disabilities is much lower than average. Since the last inspection, the school building has been substantially remodelled and extended, and the number of pupils has increased significantly. The school holds Healthy School Gold status and has gained various other awards, including International Schools.

A private provider, BOSH offers before and after school provision on the school site. This provision is inspected separately and receives a separate report which is available on the Ofsted website.

**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?**

**1**

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

**1**

## Main findings

Pupils flourish academically and socially in this outstanding school because they are happy, feel safe and receive excellent care, guidance and support. The very rich curriculum provides exciting and memorable experiences that successfully engage them in all aspects of school life. Behaviour is excellent and attendance is very high. In their questionnaires, parents and carers say how very much their children enjoy school.

Achievement is outstanding and attainment is well above average. Children make an excellent start in the Early Years Foundation Stage. Teaching is of a consistently high standard throughout the school, 'Teachers make work fun', is a typical pupil comment. Carefully planned, imaginative tasks challenge pupils of all abilities, capture their enthusiasm and build on their positive attitudes. All groups of pupils progress well, and those with special educational needs and/or disabilities and pupils who speak English as an additional language make excellent progress in relation to their starting points and capabilities. This is due to the very well-targeted, sensitive support they receive. Well above average reading skills support learning in all subjects. In Key Stage 2, very minor inconsistencies in progress in writing are rapidly reducing. Effective strategies to engage boys in writing, such as the recent 'space' theme are rapidly and securely boosting attainment. Pupils' writing usually features interesting and lively vocabulary, but sometimes, errors in punctuation, sentence construction and variable handwriting detract from the overall quality.

High quality assessment systems rigorously track the progress of every group of pupils and provide clear information from which staff set challenging individual targets that pupils strive to achieve. Pupils 'self-assess' their work, and sometimes that of others. They know what to do to reach the next level. They say teachers' written comments are very helpful. Higher attaining pupils and those who are gifted and talented are inspired to aim and attain even higher through additional challenges in the rich curriculum and activities in partnership with local schools.

Leaders, managers, the governing body and staff form a strong team, dedicated to implementing and realising their vision for on-going improvement. Searching self-review procedures result in sharply focussed improvement plans; the school knows exactly what it needs to do to attain challenging goals. Rigorously implemented strategies have successfully improved all aspects of provision and fully overcome issues for improvement identified in the previous inspection report. The school

demonstrates an outstanding capacity for sustained improvement, and gives excellent value for money.

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

- Embed strategies to further raise the quality of writing, particularly for higher attaining boys, by:
  - ensuring that all pupils make even better and consistent progress through Key Stage 2, especially in writing
  - improving punctuation, spelling, handwriting and sentence construction.





# St Patrick's RC Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105535
<b>Local authority</b>	Manchester
<b>Inspection number</b>	377258
<b>Inspection dates</b>	7–8 December 2011
<b>Reporting inspector</b>	Amraz Ali HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Ged Murphy
<b>Headteacher</b>	Nicola Nelson
<b>Date of previous school inspection</b>	13 October 2009
<b>School address</b>	Livesey Street Collyhurst Manchester M4 5HF
<b>Telephone number</b>	0161 8349004
<b>Fax number</b>	0161 8391075
<b>Email address</b>	head@st-patricks.manchester.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	07–08 December 2011
<b>Inspection number</b>	377258

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed eighteen lessons taught by seven teachers. They observed the school's work, and looked at a range of documents including attainment data, curriculum files, monitoring records and planning. Inspectors looked at the school's assessment and tracking information, minutes of meetings held by the governing body, documents related to safeguarding and the school's action plans for improvement. Meetings were held with staff, three members of the governing body, a local authority officer, two groups of pupils and a group of parents and carers. Inspectors also spoke with some parents and carers at the start and end of the school day. Questionnaires were analysed from 40 parents and carers and 57 pupils.

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

- The quality of learning and progress for all pupils, including pupils with special educational needs and/or disabilities, those who speak English as an additional language and boys, particularly in writing.
- The quality of teaching, learning and assessment throughout the school.
- The capacity of leaders and managers, including the governing body, in ensuring sustained capacity to improve.

## Information about the school

This is a smaller-than-average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average, whereas the percentage of pupils with special educational needs and/or disabilities is average. There has been an increase in the proportion of pupils who leave or join the school unexpectedly along with an increase in the proportion of pupils from minority ethnic backgrounds, including those who speak English as an additional language and these proportions are above average. A very small proportion of pupils are from a Traveller heritage. Early Years Foundation Stage provision is made for Nursery- and Reception-aged children within the Early Years Foundation Stage unit. A newly constituted governing body took over responsibility for governance from the interim executive board in September 2011.

At the time of its previous full inspection in October 2009, St. Patrick's Primary School was deemed to require special measures. The school has received termly monitoring inspections to evaluate the progress it has been making since this time.

**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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. St. Patrick's Primary School provides a satisfactory education for its pupils and represents satisfactory value for money.

The determination of the headteacher and the assistant headteacher, along with the support of the staff has been instrumental in tackling the weaknesses identified at the last inspection. Consequently, key aspects of the school's work, specifically safeguarding, the Early Years Foundation Stage, the quality of teaching and attainment have improved. Improvements to the quality of teaching along with well-chosen programmes to provide extra help to those pupils with the greatest need have ensured that learning and progress for all groups of pupils, including those with special educational needs and/or disabilities, are improving. However, there remains some variability in the rates of progress and attainment in English, particularly for boys in writing. This relates directly to inconsistencies and variability in the quality of teaching and learning that remain. Although satisfactory overall, and some is good, where teaching is less effective it is because teachers do not always accurately assess pupils' progress in order to modify tasks in lessons so that their learning always moves forward at a rapid pace, particularly for the most able and those with lower levels of ability. In some lessons time is not always used well; sometimes all pupils sit and listen for too long as several tasks are explained for three or four groups before they are able to begin their own work. There have been improvements to school policies and routines. Consequently, the quality of lesson planning and the deployment of teaching assistants have improved. The frequency and detail of the feedback provided by teachers when they mark pupils' work have improved. Where this is most effective, it regularly provides clear points for improvement. However, there remains some inconsistency in the quality of this practice and pupils are not always given sufficient time to allow them to respond to their teacher's comments.

Spiritual, moral, social and cultural development, along with some other important outcomes for pupils is good, including the extent to which they feel safe and lead healthy lifestyles. Many pupils say that they enjoy school. Although there have been some significant reductions in the number of pupils who are persistently absent; rates of attendance are rising overall. However, attendance is low and punctuality for some pupils is poor.

Self-evaluation is accurate and plans for improvement are sound. Leaders and managers are acutely aware that much work remains to be done in order for all pupils to make good progress. Effective leadership of the Early Years Foundation Stage has brought about strong improvements so that this area is now good overall. Although leadership has improved and a new senior leadership team has been formed, some staff are at an early stage of developing their leadership and management roles as middle leaders and subject leaders. The improvements secured since the previous inspection indicate the capacity for sustained improvement is satisfactory.

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?**

- Improve rates of progress and raise attainment further in English, particularly for boys in writing.
- Improve rates of attendance and punctuality.
- Improve the quality of teaching so that more is consistently good or better by:
  - improving the use of assessment information so that teachers plan tasks to successfully meet the learning needs of all pupils, particularly the most and least able
  - ensuring that the pupils use all available time productively
  - improving the consistency of feedback on work and ensure that all pupils have the opportunity to respond to comments in a way that helps them to improve their work.
- Improve the effectiveness of middle leaders at judging and influencing both outcomes and the provision.

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

<b>3</b>
----------

Pupils' learning and progress are at least satisfactory in almost all lessons. Children start at the school with skills and knowledge that are mostly well below what is typical for their age and during their time at the school they make satisfactory progress overall. The most recent statutory assessments indicate that there have been particular successes at Year 2, where attainment is now securely average. At Year 6 attainment is now broadly average overall; it is average in mathematics but below average in English, this is in part because a smaller proportion of boys reach the expected Level 4 than girls, particularly in writing. Across the school rates of progress have improved but the progress of boys lags behind that of girls, especially in writing. The progress of all groups, including Traveller pupils, those who join the school at unexpected times and those who speak English as an additional language is satisfactory overall. A developing strength is the progress that pupils make when learning about letters and sounds.

Pupils say that they feel safe and well cared for, and pupils from all races and cultures get on very well together. They stated clearly that they feel free from bullying and racism and are confident that if there are any issues staff will address them promptly. Pupils have a good understanding about how to keep themselves safe and understand the dangers associated with using the internet. Pupils have a good understanding of what constitutes a healthy lifestyle. For example, they know about healthy eating and the importance of exercise. Pupils contribute satisfactorily to the school and wider community. Although there is a school council, members are not yet initiating or taking the lead with areas they wish to improve. Pupils' secure basic skills and positive attitudes to learning mean that they are appropriately prepared for the next stage of their education. Pupils behave well and they understand the difference between right and wrong. Pupils' social, moral, spiritual and cultural development is good; linked to the Catholic ethos there are strengths in pupils' spiritual and moral development.

*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:	3
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	
<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>3</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:	4
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is satisfactory overall but with a core which is good. Common features of teaching include good relationships between pupils and teachers, and clear learning intentions which are shared with pupils along with success criteria. Often pupils work well in pairs, and additional adults are well deployed. Where teaching is good the expectations of pupils are explicit and tasks are well matched to pupils' learning needs. The most effective questioning is targeted to check on individual pupil's understanding of what is being taught or to add just the right amount of challenge. However, these features are not found consistently in all lessons. In some lessons, expectations are low or unclear and work is not well matched to the needs of all pupils. An improvement has been to provide pupils with individual weekly targets in mathematics and sometimes in English. However, this is a recent development and individual targets are not always widely known by pupils.

<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

The broad and balanced curriculum is satisfactory with a clear focus on developing pupils' reading, writing and mathematics skills. A success has been in improving the way that early reading skills are taught. A whole-school scheme involving older pupils reading and sharing books with younger pupils is helping to improve pupils' confidence in reading and positively developing their social skills. Teachers are beginning to make useful links between subjects and are actively planning opportunities to practise reading and writing in a wide range of subjects. However, these developments are recent and their impact has not yet made a difference to rates of all pupils' progress. Although there are good computer facilities, the use of information and communication technology across the full range of subjects is underdeveloped. There are strengths in the way that the curriculum is enriched by, for example, an annual residential visit for the older pupils. After-school clubs, such as football and street dance, are well attended by all groups of pupils.

Safeguarding has been improved and care, guidance and support are now good. Staff are caring and all have received the required training in child protection procedures so that they are clear about what to do in the event that they have a concern about a child. The school places a high priority on providing support and guidance to those pupils whose circumstances make them vulnerable, such as those in danger of becoming persistent absentees. Good arrangements are in place for working with other agencies.

*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 headteacher and governing body have not shied away from taking difficult decisions; for example, when making new appointments they agreed not to appoint until they had sufficient candidates of an appropriate quality. This has helped to bring about much needed improvement. Partnerships, particularly with the local authority and a local school, are strong and have proved to be central to securing improvement at the school. For example, a senior teacher from another school has had oversight for the development of mathematics until a newly recruited member of staff was able to take up her post. Self-evaluation is largely accurate and honest so that leaders and managers are clear that there remains much work to be done in order to deliver good overall outcomes for all pupils. There are good systems in place to track the progress of all pupils. Regular pupil progress reviews are used to hold staff to account for the progress of pupils in their care.

Community cohesion is satisfactory and there have been significant improvements to the relationships with the parish and the local Catholic church. Although there are clear policies in place to promote equality of opportunity and the school community is very inclusive, the variability in provision and in the progress pupils make, particularly boys, mean that equality of opportunity is satisfactory. Arrangements to safeguard

pupils have been improved and are now good. All required checks are completed on staff working with pupils. Risk assessments for the site and educational visits are in place. Partnerships with parents and carers are satisfactory but with many good features, for example, many parents and carers stated that they value the weekly newsletters. The work of the governing body is satisfactory. A new leadership team has been forged. However, the role of middle leaders, including subject leaders and key stage leaders, is underdeveloped.

*These are the grades for the 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>3</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

Effective induction procedures ensure that children feel happy and safe and settle well into the Early Years Foundation Stage unit. Children enjoy their time in the setting and get off to a good start to their education. They settle well because of the close links with parents and carers and the good care and support they receive from staff. Most children start with skills, knowledge and understanding that are well below what is typical for their age. They make good progress and achieve well relative to their starting points in all areas of learning.

The adults work well together and provide activities that are interesting, practical and encourage children to become independent. Children are encouraged to make choices about what they want to learn and this helps their development as independent learners. As a result, all children are fully engaged in their work and are well motivated. Adults support children's learning through talking to them but their use of questioning is underdeveloped in extending children's thinking. Children are developing good early reading skills due to regular and good quality teaching about letters and sounds.

Good leadership and management of the Early Years Foundation Stage have ensured that improvements have been made. These improvements are recognised by the parents and carers who speak very positively about the provision and care their children receive. Leaders know that the outdoor area still requires some improvement in order to provide even wider opportunities for learning.



Inspection report: St Patrick's RC Primary School, 7–8 December 2011

9 of 14

*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 in the Early Years Foundation Stage	2

**Views of parents and carers**

Information from the questionnaires along with conversations with some parents and carers indicate that they are generally supportive of the school's work and have identified that clear improvements had taken place, particularly within the Early Years Foundation Stage and in the progress being made by pupils. However, a very small number commented that the quality of communication, particularly about pupils' English and mathematics targets, could be better.

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

Ofsted invited all the registered parents and carers of pupils registered at St Patrick's RC 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	78	8	20	0	0	1	3
The school keeps my child safe	23	58	16	40	1	3	0	0
The school informs me about my child's progress	19	48	19	48	2	5	0	0
My child is making enough progress at this school	24	60	13	33	1	3	1	3
The teaching is good at this school	23	58	15	38	1	3	1	3
The school helps me to support my child's learning	24	60	14	35	2	5	0	0
The school helps my child to have a healthy lifestyle	18	45	20	50	0	0	1	3
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)	18	45	13	33	1	3	1	3
The school meets my child's particular needs	23	58	14	35	1	3	1	3
The school deals effectively with unacceptable behaviour	17	43	19	48	3	8	0	0
The school takes account of my suggestions and concerns	23	58	12	30	0	0	1	3
The school is led and managed effectively	25	63	11	28	1	3	1	3
Overall, I am happy with my child's experience at this school	28	70	10	25	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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"><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.**



12 December 2011

Dear Pupils

### **Inspection of St Patrick's RC Primary School, Manchester, M4 5HF**

As you know I have been making visits to your school to see how things have been improving for you. You may remember that I visited your school recently with two other inspectors. Thank you to those of you who spoke to us, particularly the school council, and the pupils who gave up some of their lunchtime to meet us.

We judged that your school is no longer in need of special measures. It is providing you with a satisfactory education. We agree with you that your school is improving. You told us that you feel safer in school and you are making better progress now. You say that you are listening better and this is helping you to learn more. The quality of teaching is now satisfactory so that you make satisfactory progress.

While this is good news, we agree with Mrs. Nelson that there is still much work to be done to make your school even better. We have identified some things which still need to improve. We know you are capable of reaching higher standards. To help you to do this we have asked your school to:

- improve rates of progress and raise your attainment in English, particularly for boys in writing
- improve the attendance and the punctuality of those of you who do not come to school on time every day
- make sure all your lessons are as good as the very best lessons in the school
- help those teachers who have extra responsibilities do their job better.

You can help your teachers by always trying your hardest, behaving well and coming to school regularly. I wish you the very best for the future.

Yours sincerely

Amraz Ali  
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



# Ashbury Meadow Primary School

## Inspection report

---

<b>Unique Reference Number</b>	133770
<b>Local authority</b>	Manchester
<b>Inspection number</b>	381558
<b>Inspection dates</b>	14–15 November 2011
<b>Reporting inspector</b>	James Kidd

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	J Hersey
<b>Headteacher</b>	Lorna Rushton
<b>Date of previous school inspection</b>	08 January 2009
<b>School address</b>	Rylance Street Beswick Manchester M11 3NA
<b>Telephone number</b>	0161 219 6630
<b>Fax number</b>	0161 231 0372
<b>Email address</b>	head@ashburymeadow.manchester.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	14–15 November 2011
<b>Inspection number</b>	381558

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)





## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons or part-lessons, taught by eight teachers. They held meetings with pupils, including members of the school council, staff, parents and carers, the Chair and vice-chair of the Governing Body and a representative of the local authority. They observed the school's work, and looked at internal and external pupil progress information, child protection and safeguarding documentation and school improvement planning. Inspectors also scrutinised 55 questionnaires, returned by parents and carers, 12 completed by staff and 97 returned by pupils in Key Stage 2.

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

- The impact of the school's work to address the apparently lower attainment in English in 2011.
- How the school is attempting to meet the needs of the increasing numbers of pupils with English as an additional language, to ensure they are able to benefit from everything it has to offer.
- Whether the curriculum meets the academic and personal needs of all pupils.
- How aware pupils are of their current performance and of what they need to do to improve their work.

## Information about the school

This smaller than average sized primary school serves a mixed ethnic and social area close to the centre of Manchester. The proportion of pupils known to be eligible for free school meals is more than twice the national average. There is a high proportion of pupils from minority ethnic groups. The number of pupils in the early stages of learning English is well above average and increasing. The percentage of pupils with special educational needs and/or disabilities is above that usually found. Mobility is high: there are many more pupils who join or leave the school other than at the usual times. Ashbury Meadow holds Healthy School (Gold) status and the Eco Green Flag award. It also has the Activemark award for its work in physical education.

Ashbury Meadow Children's Centre shares the site with the school. It is inspected separately and the report is available on the Ofsted website.

**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

This is a good and improving school. Outstanding care, guidance and support and excellent child protection and safeguarding practice ensure that pupils say that they feel exceptionally safe in school and have the highest regard for the adults who work with them. In their words, 'The grown-ups are always there for us and they help us when we have problems.' Good improvement since the previous inspection, accurate self-evaluation from senior and middle leaders and a well-informed governing body, which provides both support and challenge to the leadership, ensure that the school has good capacity to improve further. It provides good value for money.

From exceptionally low skill levels on entry to the nursery, particularly in social development and in communication, language and literacy, pupils make good progress and achieve well across the school to reach broadly average attainment by the time they leave. Attainment in mathematics has been consistently average since the previous inspection. The school indicates that high levels of mobility within the Year 6 cohort partly explain why standards in English fell back to below average in 2011. Inspection evidence demonstrates that the school's strategies, to address this issue and to accelerate progress in English, are beginning to bear fruit but attainment in this subject still lags behind that in mathematics.

Pupils are proud of their school and, as school councillors, prefects and 'buddies', do much to support their peers and also younger pupils. Indeed, pupils across the school enjoy celebrating the successes of their classmates. Pupils behave well. Their enjoyment of school is demonstrated in their attendance, which has improved markedly since the previous inspection and is now above average. They benefit from good teaching and accurate assessment, in which they are now increasingly involved through self- and peer-marking. The school recognises that it needs to ensure that there is more consistency across the school in providing pupils with work which is closely matched to their learning needs. Strategies to promote pupils' understanding of their progress and of how to improve their work are also not sufficiently embedded.

The curriculum has developed well since the previous inspection and there is a strong emphasis on continuity across all key stages, particularly from reception to Year 1. Pupils enjoy the cross-curricular themes, for example, literacy through history, and they speak highly of the many educational visits and visitors. There is support for pupils with English as an additional language but this provision is not sufficiently

well developed given that there are increasing numbers entering the school with little or no English.

Ashbury Meadow is a happy and inclusive school in which mutual respect abounds. Staff and members of the governing body are continuously searching for ways in which to extend the school's impact on the lives of children and young people: ongoing improvement, for the benefit of the pupils in its care, is most certainly the order of the day.

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

- Continue to accelerate pupils' progress, particularly in English, by:
  - sharing good practice across all years in providing pupils with activities which closely meet their learning needs
  - further developing the support for the increasing numbers of pupils at the early stages of learning English
  - embedding strategies to ensure that pupils are consistently fully aware of their performance and what they need to do to improve their work.

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

2

Classrooms are calm: pupils adopt a purposeful approach to their studies and are keen to do well. They look forward to the activities in lessons and are more than willing to support their classmates in their learning and to celebrate the successes of their peers. Attainment is higher than at the time of the previous inspection and pupils' progress across the school continues to accelerate. Pupils enjoy mathematics in particular and attainment in this subject has been broadly average over time. Attainment is now rising in English and pupils' skills in reading and writing are improving apace. Attainment in English is, however, not at the same level as it is in mathematics. As a result of focused and sensitive support for those with special educational needs and/or disabilities and for those whose circumstances make them potentially vulnerable, these pupils make the same good progress and achieve as well as their peers. Pupils known to be eligible for free school meals, those from minority ethnic groups and pupils new to learning English, all make good progress. The support for the increasing numbers of pupils arriving at the school with English as an additional language is not as well developed as it could be to ensure they can take full advantage of everything the school has to offer.

Pupils speak highly of their school, of their classmates and of the adults who work with them. They are delighted to welcome visitors and enjoy showing them their work in books and their part in the impressive display around school. The school council enjoys an enviable reputation among its constituents, and members are proactive in offering ideas to improve the school further. Pupils have a good understanding of the importance of a healthy and balanced diet and enjoy the many opportunities they have to take part in games and sports, to ensure they keep fit. 'Wake-up! Shake-up!' is a highlight of the school day and pupils and staff take part with gusto. Pupils behave well in lessons and around the school site and prefects and 'buddies' are always on hand to make sure that no-one is lonely at playtime and

lunchtime. Spiritual, moral, social and cultural development is good: the school is a racially harmonious community and pupils value the celebration of religions and cultures which are different to their own.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</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>

## How effective is the provision?

The quality of teaching is good and pupils benefit from teachers' secure subject knowledge and from questioning in class, which encourages them to think more deeply about the subject-matter. In the best lessons, a Year 6 mathematics session for example, there was good use of new technology as a teaching and learning tool and pupils shared their ideas with their 'talk partners', thereby acting as extra learning resources for each other. In such lessons, learning is also active, there is an emphasis on pupils' understanding and use of subject-specific terminology and pupils' progress is fostered by links with real-life situations and by targeted support from teaching assistants. In a minority of lessons, activities do not always meet pupils' individual learning needs closely enough and there is a 'one size fits all' approach, with the same work being set for the whole class. The school recognises that good practice, already evident in how some provide activities which are closely tailored to individual pupils' needs, ought to be shared more widely if pupils' progress is to continue to accelerate. Assessment has improved since the previous inspection. Detailed marking, which celebrates success but which also gives targets for improvement and an emphasis on pupils gauging their own performance and that of their peers, means that pupils are now more aware of what they need to do raise their attainment. This approach is currently not fully embedded across the school.

The curriculum has a positive impact on pupils' personal and emotional development and the school places considerable emphasis on raising pupils' confidence and self-esteem as the foundation for their success in academic work. Information and communication technology is used well across the curriculum to give pupils opportunities to be creative in their learning and to find things out for themselves.

<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

There is a good range of after-school activities, including a gardening club, ‘Let’s get cooking’ and the ‘digi smart’ group, which are popular and well supported. In addition, there is a wide variety of enrichment sessions, including visits and visitors, and each year group benefits from at least one such activity every half-term. Spanish is taught across the school and pupils are proud to address visitors in the language and show them just how much they have learned.

Pupils and their parents and carers speak with one voice about the outstanding pastoral care provided by the school. The talented and motivated team of teaching assistants supports pupils and their families with great skill and with sensitivity to their individual situations. As a result, pupils whose circumstances make them potentially vulnerable and those who often find the work difficult feel both valued and valuable in the school. Induction arrangements for children entering the nursery are exceptional and children settle down quickly into their new surroundings. Transition arrangements are of the same excellent quality. Very well-founded strategies, including rewards, to encourage pupils to come to school regularly continue to be most successful and, as a result, attendance is now above the national average.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>1</b>

## How effective are leadership and management?

Perceptive and principled leadership from the committed headteacher, who is supported well by the talented senior team, ensures that staff at all levels of experience and responsibility share the same clear vision for how the school is to develop. Indeed, staff believe that their senior colleagues ‘lead by example’ and that they value their opinions. As a result, teaching, support and administrative staff play their part in promoting ongoing improvement in provision, for the benefit of the pupils in their care. As teachers say, ‘We really enjoy working here and the support our pupils receive is a real strength.’

Governance is good. Members of the governing body support the school well and have an accurate view about school performance in all areas of its life. They are never afraid to challenge the leadership when they feel it is necessary to do so.

The school engages well with parents and carers and the ‘Families and Schools Together’ project organised by Save the Children and hosted at the school was well received. One parent/carer commented, ‘It was wonderful to see staff and families working together.’ In addition, the school has good links with a range of outside partners, including the local football club, the children’s centre and neighbouring primary and secondary schools.

Equality of opportunity is promoted well and the school tackles discrimination in all its forms whenever and wherever it occurs. Safeguarding and child protection procedures are of the highest quality and often exceed current requirements. Record keeping is comprehensive, policies are fully up-to-date and regularly reviewed and all staff are fully trained in child protection. The full-time home/school liaison officer supports families very closely and continues to have a most impressive impact on pupils' emotional development. The school promotes community cohesion well. The emphasis it places on celebrating diversity is demonstrated by the school council's active involvement in the inter-school council project, which has 'Where do we come from?' as its focus.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>2</b>

## Early Years Foundation Stage

This is a good Early Years Foundation Stage and the setting continues to be a strength of the school. Good leadership and management from a talented and experienced coordinator, good teaching in both nursery and reception and impressive levels of teamwork amongst all staff ensure children get on well with each other and are inquisitive in their learning. As a result, they make good progress personally and academically across both years. They are delighted to learn new things: nursery children were beside themselves with joy when they recognised colours accurately on their 'colour hunt' around school.

Staff treat their charges with the utmost sensitivity and relationships are strong between children and between the children and adults. Children are never afraid to ask for help or to make suggestions about how they think activities could be even more interesting for them. There is a good balance between child-initiated and teacher-led activities and the outdoor area complements indoor learning well.

The assessment of children's performance is accurate. 'Target folders' are a good working tool and facilitate effective curriculum and lesson planning, to meet individual learning needs well. Self-evaluation is a strength and all members of the setting are actively involved in offering their ideas for improvements to provision. There are strong relationships with parents and carers, who feel they are welcome in

Inspection report: Ashbury Meadow Primary School, 14–15 November 2011

9 of 14

the setting and are well supported in removing any barriers to their children’s learning. Welfare and child protection policies and procedures are outstanding and children are happy in their learning and feel safe.

*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 in the Early Years Foundation Stage	2

**Views of parents and carers**

There was a 25% return of questionnaires, which is below average for primary schools. All parents and carers who returned the questionnaires express the view that their children enjoy school and that it keeps them safe. Almost all believe that the school informs them about their children’s progress and a very large majority is of the opinion that teaching is good at the school and that their children make enough progress. Most are entirely happy with their children’s experiences at Ashbury Meadow. A very small minority of parents and carers do not believe that the school ensures that their children are well prepared for the future. Inspectors examined this concern and found no evidence to endorse the view. Indeed, they judge that induction and transition procedures are exemplary.

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

Ofsted invited all the registered parents and carers of pupils registered at Ashbury Meadow 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 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	60	22	40	0	0	0	0
The school keeps my child safe	30	55	25	45	0	0	0	0
The school informs me about my child's progress	29	53	24	44	1	2	0	0
My child is making enough progress at this school	23	42	27	49	5	9	0	0
The teaching is good at this school	24	44	26	47	2	4	0	0
The school helps me to support my child's learning	19	35	25	45	4	7	0	0
The school helps my child to have a healthy lifestyle	15	27	36	65	2	4	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)	15	27	30	55	5	9	0	0
The school meets my child's particular needs	17	31	26	47	5	9	0	0
The school deals effectively with unacceptable behaviour	15	27	33	60	4	7	2	4
The school takes account of my suggestions and concerns	18	33	30	55	4	7	0	0
The school is led and managed effectively	19	35	32	58	3	5	0	0
Overall, I am happy with my child's experience at this school	28	51	23	42	2	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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"><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.**



16 November 2011

Dear Pupils

### **Inspection of Ashbury Meadow Primary School, Manchester, M11 3NA**

I promised to write you a letter about what we think about your school and here it is! First of all, the inspection team would like to thank you for your kindness and courtesy to us during both days. You represented your school and your families well and you should be very proud of yourselves. A particular 'thank you' goes to those of you who gave up your time to meet us on Monday lunchtime and Tuesday playtime.

Ashbury Meadow is a good school and you are very proud of it. Your teachers and teaching assistants take excellent care of you and you say that you feel very safe in school. The teachers teach you well and you are making good progress in your studies. Your skills in English are improving but they are still not quite as good as they are in mathematics. You behave well and your attendance has improved and is now better than in many other schools. You enjoy taking on responsibilities and members of the school council and also prefects and 'buddies' do a lot to help the adults run the school and make suggestions about how to improve it.

Your headteacher and all the other staff are also always looking for ways to make Ashbury Meadow an even better school. I would like to help them do this so I have asked them to improve your skills in English by giving you all work which matches your needs and by making sure you all always know what you need to do to make your work better. I have also asked them to develop the support for those of you who speak other languages and are new to learning English.

Thank you again for your contribution to the inspection. We enjoyed talking to you and watching you learn. Please keep working hard and looking after each other.

Yours sincerely,

James Kidd  
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



# Abraham Moss High School

## Inspection report

---

<b>Unique Reference Number</b>	105560
<b>Local authority</b>	Manchester
<b>Inspection number</b>	377265
<b>Inspection dates</b>	12–13 October 2011
<b>Reporting inspector</b>	Janet Palmer HMI

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

---

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of students</b>	11–16
<b>Gender of students</b>	Mixed
<b>Number of students on the school roll</b>	1,200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr B Dodds
<b>Headteacher</b>	Mr D J Watchorn
<b>Date of previous school inspection</b>	16 January 2009
<b>School address</b>	Crescent Rd Crumpsall Manchester M8 5UF
<b>Telephone number</b>	0161 2196699
<b>Fax number</b>	0161 7214973
<b>Email address</b>	admin@abrahammoss.manchester.sch.uk

---

<b>Age group</b>	11–16
<b>Inspection date(s)</b>	12–13 October 2011
<b>Inspection number</b>	377265

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



© Crown copyright 2011

---

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspection team observed 45 lessons and 45 teachers. They held meetings with staff, groups of students and the Chair of the Governing Body; the School Improvement Partner was interviewed on the telephone. Inspectors observed the school's work, and looked at a range of documentation, including progress data and records relating to the safeguarding of students. They analysed the responses to questionnaires from 419 parents and carers, 254 students and 81 members of staff.

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

- Students' attainment and the progress they make; especially those with lower levels of attainment when they enter the school and those with special educational needs and/or disabilities.
- The school's strategies to tackle instances of student absence.
- The quality of leadership and governance and the ability to sustain improvements.

## Information about the school

This is a larger than average size secondary school serving an area of significant social and economic disadvantage. The proportion of students from minority ethnic backgrounds is very high compared to the national average. Students originate from 59 different countries and speak more than 50 languages. Pakistani heritage students make up the largest ethnic group representing almost half of the students. The proportion of students with special educational needs and/or disabilities is well above the national average. The school has a base for students with physical disabilities. The proportion of students eligible for free school meals is higher than average; the numbers who enter and leave the school other than at the usual times is above average and there are approximately twenty percent more boys than girls.

The school is part of a large community complex that includes a leisure centre, an adult learning centre, theatre and a public library. The school has received the International School Award, the Gold Artsmark, the Sportsmark, the Extended Schools Award and has twice been awarded the Inclusion Quality Mark.

**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

Abraham Moss is a good school characterised by outstanding levels of care, guidance and support. Senior leaders have an ambitious vision for the school which is communicated well to staff, parents and carers. The school has developed a range of effective partnerships to promote learning and well-being. The school prides itself on its inclusive policies which permeate all aspects of its work. Engagement with parents and carers, particularly those who are hardest to reach, is outstanding, as is the effectiveness with which the school promotes community cohesion.

Students' attainment overall in GCSE examinations has improved year-on-year although it remains consistently below the national average. Low levels of attainment overall are affected by the intake of high numbers of students, often at different times of the year, with little or no knowledge of English. Nevertheless, in some subjects such as art and design, design technology, and computer studies, attainment is significantly above the national average. Students make good progress, given their starting points and for some groups and in some subjects progress is outstanding. From 2008 to 2010 progress in English and mathematics was significantly above the national average. Students of African heritage make outstanding progress overall and those who speak English as an additional language make outstanding progress in English.

The quality of teaching is good. Strong relationships underpin teaching and learning so that lesson time is used effectively. The well-planned deployment of informed and supportive teaching assistants aids the personal development, well-being and good progress of students with special educational needs and/or disabilities. The curriculum has a good range of courses to meet individual needs; extra-curricular options enhance provision and support students' good and outstanding personal development. The school provides a safe environment within which to learn; behaviour is good and exclusions are low. Strategies to improve attendance have been successful; taking account of Eid and the medical absences of some students with physical disabilities, attendance is satisfactory.

The governing body is developing its knowledge of the school with increasing levels of information from the headteacher and from departmental presentations, but they are at an early stage of monitoring the review of statutory policies and are not fully involved in setting priorities for improvement. Good awareness of the strengths and



priorities for the school by senior and middle leaders, effective development plans and the smooth running of the school indicate good capacity to improve.

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

- Embed the best departmental practice more widely across the school to continually raise attainment to be in line with that found nationally, particularly in English and mathematics.
- Improve overall attendance by continuing with successful strategies to reduce absenteeism.
- Enhance the effectiveness of the governing body to challenge and support the school by improving levels of governor training.

### **Outcomes for individuals and groups of students**

2

Overall, achievement is good. Results for 2011 indicate that attainment has steadily improved and data shows that more students are making the higher levels of progress than in previous years. In the majority of lessons, students make good progress and are well motivated to learn. The outcomes for students' personal development and well-being are mostly good and outstanding. There is high participation in extra-curricular sports and students are aware of the importance of healthy eating. Students' understanding of the factors affecting physical and mental health and well-being is well supported through the curriculum in, for example, personal, social, health and economic education, food technology and BTEch sports. The extent to which students feel safe in the school is outstanding. Students, including the most vulnerable, reported that they are safe and confident in school; bullying is not tolerated and the very few incidents that occur are dealt with swiftly and effectively. Students are proud of and committed to their school community. Many participate in the focus and consultation groups, such as the Building Schools for the Future project and Learner Action Teams. Others offer support to younger students through peer mentoring and by acting as sports leaders.

Students' excellent social, moral and spiritual development is exemplified by the harmonious and diverse community that is the school. Students relate to each other very well and take responsibility for themselves and others including through systems of restorative justice. Their high levels of cultural understanding are developed through the strong tradition of art, drama, music and dance. Their global awareness is enhanced by many international links across the continents. Students are well prepared for their future economic well-being. They have an excellent understanding of future options and how to achieve their aspirations, good financial literacy and enjoy a good range of work experience and business links. Attendance is satisfactory and improving and students are punctual to lessons and ready and prepared to work.

*These are the grades for students' outcomes*

<b>Students' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Students' attainment <sup>1</sup>	4
The quality of students' learning and their progress	2
The quality of learning for students with special educational needs and/or disabilities and their progress	2
<b>The extent to which students feel safe</b>	<b>1</b>
<b>Students' behaviour</b>	<b>2</b>
<b>The extent to which students adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which students contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which students develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Students' attendance <sup>1</sup>	3
<b>The extent of students' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teaching is good overall because teachers have good subject knowledge and vary activities well; as a result, students sustain their motivation in lessons. In the best lessons, teachers plan appropriately challenging work, good use is made of interactive whiteboard technology and good opportunities exist for creative and independent learning. For example, in a Year 11 history lesson students engaged in a well informed and enthusiastic debate on the Arab-Israeli conflict, well managed by the teacher to ensure that all participated. In less effective lessons, teachers do not use questioning sufficiently well to assess learning or deepen understanding and work is not always planned that is appropriate to individual needs. Assessment of students' work is good overall and the best marking makes clear what they need to do to improve.

The school's philosophy of inclusion runs through its curriculum design resulting in many good and some outstanding opportunities for learning. Alternative options including vocational courses and links with other institutions, such as a local special school helps provide for students' complex needs. The extensive range of extra-curricular activities ensures there is 'something for everyone'. Sports are particularly popular and contribute well to students' adoption of healthy lifestyles.

Excellent transition arrangements ensure that students who join in Year 7 or at other times settle into the school quickly and smoothly. Case studies for students whose circumstances make them vulnerable, including those whose needs are multifaceted, demonstrate the excellent support arrangements the school has with external agencies, parents and carers. The school tracks well students' progress in their personal well-being. Intervention strategies are carefully designed, contributing to the outstanding care, guidance and support students enjoy and exemplifying the school's deeply embedded concern for every student's individual progress.

<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

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets students' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Senior leaders communicate well their ambitions for the school. Staff at all levels are well supported in their professional development resulting in a highly motivated and committed team. The monitoring of teaching and learning is robust and informs development planning and staff training. The tracking of students' progress is well established in Key Stage 4 and informs effective interventions. Tracking at Key Stage 3 is in the early stages of development. The governing body has an understanding of the school's strengths and priorities as presented by the headteacher and subject departments but is not involved in improvement planning that is informed by its own monitoring and evaluation of the school's effectiveness.

The school's work with students whose circumstances make them vulnerable, including new overseas arrivals at the early stages of speaking English, is greatly enhanced by its success in engaging parents and carers and this has led to some excellent outcomes for these students. Regular consultation evenings together with interim and end of year reports keep parents and carers well informed of their child's progress. Parenting classes on behaviour and attendance and on how to support their child's learning are highly appreciated. Partnership working is central to all aspects of the school's work. Many partnerships are specifically tailored to meet the individual care needs of students. Academic partnerships with post-16 providers and local universities help extend students' ambitions and support their careers guidance. The school's excellent work on promoting equality and tackling discrimination is exemplified by its deep understanding of its own community and the celebration of diversity evident around the school. The school's work has been recognised nationally by its award of the Inclusion Quality Mark.

The school has robust safeguarding practices. These include safe recruitment procedures, clear guidance and principles on child protection and sound risk assessments.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>

<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Views of parents and carers**

Approximately one third of parents and carers gave their views and the great majority of responses were supportive of the school and its management. A very small minority did not feel that the school helped their child have a healthy lifestyle or took account of their suggestions and concerns; inspectors judged these aspects to be outstanding. A few did not feel that the school dealt effectively with unacceptable behaviour; inspectors judged behaviour to be good overall. The overwhelming majority of parents and carers reported that their child enjoyed school; most felt their child was making sufficient progress and was safe. Ninety five percent of those who expressed a view were happy overall with their child's experience at the school.

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

Ofsted invited all the registered parents and carers of students registered at Abraham Moss High 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 419 completed questionnaires by the end of the on-site inspection. In total, there are 1,200 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	181	43	226	54	7	2	3	1
The school keeps my child safe	172	41	227	54	12	3	3	1
The school informs me about my child's progress	158	38	226	54	28	7	4	1
My child is making enough progress at this school	149	36	248	59	10	2	3	1
The teaching is good at this school	161	38	236	56	13	3	3	1
The school helps me to support my child's learning	157	37	212	51	33	8	7	2
The school helps my child to have a healthy lifestyle	138	33	219	52	44	11	6	1
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)	165	39	220	53	14	3	3	1
The school meets my child's particular needs	135	32	247	59	19	5	3	1
The school deals effectively with unacceptable behaviour	161	38	196	47	37	9	13	3
The school takes account of my suggestions and concerns	116	28	236	56	41	10	9	2
The school is led and managed effectively	135	32	246	59	15	4	4	1
Overall, I am happy with my child's experience at this school	185	44	212	51	12	3	2	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 students' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its students well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its students.
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 students. 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Student referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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 student referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a student in their learning, development or training.
Attainment:	the standard of the students' 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 students 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 students.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets students' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which students are learning in lessons and over longer periods of time. It is often measured by comparing the students' 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.**



14 October 2011

Dear Students

### **Inspection of Abraham Moss High School, Manchester, M8 5UF**

I would like to thank you for welcoming the inspection team to your school. I am pleased to be able to report that your school provides you with a good education with some features that are outstanding. These were the things that we found during our visit.

- Abraham Moss is well led by the headteacher and senior team.
- You make good progress during your time at the school. Your GCSE results are the best in the school's history. The majority of your teachers make lessons interesting and work to ensure that you progress as well as you can. In turn, you behave well in class and show enthusiasm for your work.
- The care, guidance and support you receive are outstanding and contribute significantly to your progress and well-being. You told us that you enjoy school and feel safe.
- The school provides a good range of curriculum options and extra-curricular sports activities to match your needs and interests.
- Your attendance has improved, but some of you still do not attend school regularly and this is affecting your chances to succeed.
- You make a very positive contribution through the student voice in school and by helping younger students through activities such as sports leadership.
- You have a very good understanding of a range of cultures and traditions and show respect for others.

You are rightly proud to be members of Abraham Moss High School. Your teachers and the staff have worked hard to bring about improvements and they want to carry on doing this. To help them, I have asked the leadership team to continue helping you achieve the best results you can in all subjects and further improve the school's overall attendance figures. We have asked the school governors to make sure that improvements continue.

Yours sincerely,

**Janet Palmer**  
**Her Majesty's Inspector**



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**