

# Onslow Infant School

## Inspection report

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<b>Unique Reference Number</b>	125067
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359830
<b>Inspection dates</b>	26–27 January 2011
<b>Reporting inspector</b>	Christopher Grove

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sian Boden
<b>Headteacher</b>	Sarah Kemp-Powell
<b>Date of previous school inspection</b>	13 May 2008
<b>School address</b>	Powell Close Surrey GU2 7DD
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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by eight teachers. Meetings were held with groups of pupils, and with members of the governing body and staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governing body meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 96 parents and carers and those completed by 20 members of staff.

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

- The impact of leadership and management in the Early Years Foundation Stage, in improving children's outcomes and the quality of provision.
- The extent to which the school's monitoring leads to accurate self-evaluation.
- How well the school promotes community cohesion at all levels.

## Information about the school

Onslow Infant School is located on the outskirts of Guildford and is smaller than the average primary school. Most pupils are of White British or of other White heritage, and others are from a wide range of different ethnic backgrounds. The number of pupils for whom English is an additional language is below average. The proportion of pupils known to be eligible for free school meals is also below average. The number of pupils with special educational needs and/or disabilities, principally behavioural, emotional and social difficulties, or with autistic spectrum disorder, is also below average. The school has achieved several national accreditations, including the Healthy Schools and Activemark awards. It is also an Investor in People.

**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

Onslow Infant is an outstanding school. Under the leadership of the new headteacher, a very strong team spirit has developed among the members of the teaching and support staff. This leads to the school's positive and nurturing ethos. As a result, the relationships between adults and pupils are warm and trusting. All the members of staff who completed the questionnaire agreed that they are proud of the school, and that their contribution is valued. One wrote that it is 'the best school I've ever worked at' and concluded that it is 'an inspiring place to work where all members of staff strive to ensure children reach their full potential and have exciting learning opportunities'.

Without exception, all the parents and carers who took part in the survey agreed that they are happy with their child's experience, and that their child enjoys school. One delighted parent described it as 'a very lovely school - a safe, happy environment in which to learn, explore and develop. This is a credit to the staff and teachers who work there'. Another felt that 'Onslow is a very special place, and my children will always have many special memories of their first school. What more could we ask for?'

The school's outstanding care, guidance and support for pupils contribute significantly to the inclusive atmosphere. Consequently, all the personal outcomes for pupils are at least good and most are excellent. Pupils feel completely safe when they are at school. Their practice of healthy lifestyles is outstanding. Pupils' high attainment and high rates of attendance mean that they are particularly well prepared for the next stage of their education.

Pupils' achievement is outstanding. Children make good progress in the Early Years Foundation Stage to enter Year 1 with above-average attainment in most aspects of their learning, except in writing. However, the assessment of their attainment at the end of the Early Years Foundation Stage has not been fully secure. By the end of Year 2, pupils' overall attainment in reading, writing and mathematics is consistently high. Pupils' excellent progress in Years 1 and 2 reflects the outstanding quality of the teaching, and the imaginative curriculum.

The headteacher and the other school leaders have outstanding ambition and drive to improve the school, and together they have created the very secure climate for learning. The members of the governing body work highly effectively as a team and make an exceptionally good contribution to the school's development through their close involvement. The engagement with parents is especially strong, as is evident from the many appreciative comments in the parental questionnaire. The excellent progress of pupils for whom English is an additional language, and those who have special educational needs and/or disabilities attests to the school's highly effective promotion of equal opportunities.

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The headteacher, together with governors and other school leaders, is extensively involved in activities to monitor the quality of pupils' outcomes and the school's provision. Challenging targets for attainment are set, and are met or exceeded. Very good progress has been made on the issues for improvement from the last inspection. For instance, a much greater proportion of pupils now attain higher standards in writing, and the quality of marking now shows much greater consistency. The school has an excellent track record in improving pupils' academic achievement. More of the pupils' personal outcomes are now outstanding. Self-evaluation processes are thorough and accurate. Given the range of improvements in outcomes and provision, the school has an outstanding capacity to sustain further improvement.

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

- In the Early Years Foundation Stage:
  - promote greater achievement in writing through a more consistent focus on the progress of individual children
  - improve the accuracy of the final assessments of children's attainment at the end of the Reception Year.

## Outcomes for individuals and groups of pupils

**1**

Pupils' achievement is outstanding. On entry to the school, children's knowledge and skills are broadly similar to those expected for the age group. All groups of pupils make rapid progress across Years 1 and 2, in reading and mathematics, and especially in writing. For example, in a very well-organised lesson, pupils in Year 2 made very good progress in learning to write in a persuasive way because they were given excellent opportunities to evaluate their own learning using a range of criteria for good work. As a result, their writing included vivid vocabulary and exciting expressions. In an outstanding lesson in science in Year 1, pupils made excellent progress in understanding the properties of various materials, for instance discovering whether or not objects made of different materials float or are magnetic. The teacher's lively introduction, and the challenge to pupils' thinking, led to well-judged opportunities for practical investigation and effective recording of findings, and to discussion of the meaning of terms such as 'rigid'. Pupils who have special educational needs and/or disabilities, and those who are learning English as an additional language, make the same excellent progress as others because tasks are well matched to their needs and adults offer them outstanding support and guidance.

Pupils greatly enjoy school and feel entirely safe because there is little bullying and because they are confident that adults will deal with minor incidents. There have been no exclusions. In the survey, almost all parents and carers agreed that the school keeps their children safe. Pupils behave well in school. In class, attentiveness is good overall, and teachers and assistants are good at managing any minor inattention well. Pupils' spiritual, moral, social and cultural development is excellent. They respond very well to opportunities for prayer and reflection. In an impressive assembly, pupils in Year 1 showed maturity and excellent social development as they spoke confidently about the school in the Gambia with which they are associated.

Pupils' practice of healthy lifestyles is excellent. They have a well-developed understanding of the benefits of exercise and a healthy diet. Lessons in physical education are

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supplemented by daily 'Activate' sessions, and the good range of extra-curricular physical activities. The school holds the Activemark and the Healthy Schools awards, which together are testimony to pupils' commitment to outstandingly healthy lifestyles.

Pupils make good positive contributions through the school forum, which gives them a significant voice in the school. One instance of the forum's influence has been the development of the outside learning area. Pupils' active engagement with the local community is illustrated by the link with the local branch of the Salvation Army. Pupils' high attendance further confirms their enjoyment of learning. Taken together with their very well-developed skills in literacy, numeracy and information and communication technology (ICT), this means that pupils are extremely well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<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>1</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>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

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

**How effective is the provision?**

Pupils' excellent progress is the result of teaching of high quality. Teachers plan lessons very well, and set clear learning objectives and criteria for successful work which they share with pupils. Learning tasks are very well matched to pupils' prior attainment. In setting written work for a Year 2 class, for instance, the teacher adjusted the task according to pupils' previous attainment, and the teaching assistant gave particular encouragement to the lower-attaining or less confident pupils. Teachers place a strong emphasis on developing pupils' understanding. This is often seen, for example in the high

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calibre of the speaking and listening work between teachers and pupils at the beginning and end of lessons, and is well supported by 'talk-partner' activities. In outstanding lessons, teachers combine a rapid pace to learning and challenging tasks with high expectations of their pupils. Teachers are adept at asking questions of pupils, although they do not consistently exploit other opportunities in lessons to assess pupils' understanding of their work. The use of target setting and teachers' marking contribute very well to pupils' learning.

The curriculum has a good focus on basic skills, together with an emphasis on pupils' individual development, for instance through lessons in personal, social, health and citizenship education, which promote their understanding of issues of safety, health and personal relationships very well. One family recognised the school's good impact in recording that they had been 'very pleased with the creativity in the curriculum, and the focus on progression and developing skills'. The curriculum is well designed to ensure interest and relevance for pupils, for example through themes such as the Great Fire of London or the work on Explorers, which provide opportunities to develop their other skills, for instance in art and design. Although partnerships help to offer curriculum breadth, for example in physical education and music, the school has yet to evaluate this provision in terms of value for money. A variety of special events such as World of Work Week and the half-termly Wow Days, are complemented by a well-developed programme of visitors and visits, for instance to London and to Portsmouth. The broad span of extra-curricular programme ranges from physical activities, including multi-skills, to French and cookery. These clubs have high rates of participation and greatly enhance pupils' enjoyment.

Teachers and teaching assistants demonstrate a strong commitment to the school's caring ethos so that pastoral care is outstanding. The home-school link worker provides excellent guidance and support for vulnerable pupils and their families. Through the local confederation, the school also employs a speech and language therapist who provides well-regarded support for pupils. Especially good use is made of the local authority's service to support pupils who are learning English as an additional language. Parents and carers who completed the questionnaire judge that the school meets their children's needs particularly well. The school also promotes high attendance outstandingly well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</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?**

The headteacher and the leadership team provide the school with an outstanding sense of common purpose and direction. In addition to leaders' checks on the quality of the school's provision, very good use is made of data and tracking information about pupils'

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attainment and progress. Improvement planning is ambitious and sets out in detail how new aims are to be met. The members of the governing body have an excellent insight into the school's many strengths. They are closely involved in contributing to the school's strategic direction, and in monitoring the impact of its work. They carry out the role of providing challenge and support to excellent effect.

Parents and carers are highly appreciative of the school's very good relationship with them, and the efforts to strengthen parents' engagement. As one parent wrote, 'The school has organised excellent workshops to help parents support their child's learning.' A broad range of partnerships provides very good support for the pupils' well-being. The home-school link worker and the speech and language therapist both make strong contributions. Outside providers offer good support for the school's curriculum. In addition, members of staff participate actively in the local confederation of schools, which offers very good support for their continuing professional development. The school's inclusive ethos attests to the strong commitment to the promotion of equal opportunities for all pupils. All groups of pupils attain higher results than their peers nationally. The school tracks extremely carefully the performance of these groups and that of individual pupils, especially any who may be vulnerable.

School leaders and the governing body take their responsibility to safeguard pupils extremely seriously, with the result that all arrangements are rigorously evaluated. Risk assessments are thorough. The anti-bullying, equality and e-safety policies are comprehensive and safeguard pupils very well. The school has carefully assessed its provision for community cohesion and has a plan which it has evaluated. Cohesion at the school and local levels is very well developed. At the international level, the link with a school in the Gambia provides pupils with good insights into life in a very different society. However, the school is aware that the promotion of cohesion at the national level is less well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



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## Early Years Foundation Stage

Children's very good relationships with adults enable them to settle quickly into life in school. Children understand classroom routines and teachers' expectations, showing positive attitudes and behaving well. They enjoy the large range of activities available to them indoors and in the outside area. As a result, they develop into confident and successful learners who cooperate well and know how to share resources. For example, in a good physical education lesson, children worked well with others, demonstrated good coordination, and showed that they knew how to keep themselves safe. They have good opportunities both to work with teachers and also to initiate their own learning. Their achievement is good. They enter Year 1 with knowledge and skills that are above average in almost all areas, including all aspects of their personal development and their learning in mathematics and reading. The exception is writing, where children's scores are lower. Teachers are fully aware of this, and are already making adjustments to accelerate children's progress in writing.

Activities are well planned and purposeful. In a well-devised lesson, for example, children made good progress in recognising common words beginning with the sound 'ch', because of well-focused teaching. The teacher's intense concentration on individual children, strong interest in their learning and deft use of praise ensured high levels of success. There is good cooperation and teamwork between teachers and teaching assistants when pupils are working in groups. However, when teachers work with the whole class, the role of assistants is sometimes less clear. Stimulating activities are organised both indoors and outside. These reflect well the different areas of children's learning. Teachers provide well for children's welfare and learning, although not all teaching is consistently well paced.

The leader of the Early Years Foundation Stage is very experienced. Procedures to monitor and evaluate outcomes and provision are thorough. The school recognises the very conscientious approach adopted in arriving at the final assessments at the end of the Reception Year. However, some procedures are also overly ambitious, which leads to some loss of accuracy in the final assessments. Teachers liaise well with pre-school settings, and this ensures a smooth transition into school. They also adopt a rigorous approach to issues of safeguarding. Parents are happy to acknowledge the good provision and learning. One happy parent readily acknowledged this, in writing: 'Our son started in Reception in September 2010 and we have been really pleased with how quickly he settled in at the school and how he is progressing.'

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

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

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## **Views of parents and carers**

There was a high rate of return of completed questionnaires. All parents and carers agreed that the school is well led and managed, and most strongly agreed. All also feel that the school promotes a healthy lifestyle. Most feel well informed about their children's progress, and the overwhelming majority think they are making enough progress. Nearly every parent and carer believes that the quality of teaching is good and most think that the school deals effectively with unacceptable behaviour. Inspectors agree with all of these judgements.

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

Ofsted invited all the registered parents and carers of pupils registered at Onslow Infant 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	79	20	21	0	0	0	0
The school keeps my child safe	76	79	19	20	0	0	0	0
My school informs me about my child's progress	54	56	37	39	2	2	0	0
My child is making enough progress at this school	60	63	35	36	0	0	0	0
The teaching is good at this school	75	78	20	21	0	0	0	0
The school helps me to support my child's learning	62	65	32	33	1	1	0	0
The school helps my child to have a healthy lifestyle	63	66	33	34	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	53	55	31	32	0	0	0	0
The school meets my child's particular needs	55	57	39	41	0	0	0	0
The school deals effectively with unacceptable behaviour	46	48	42	44	1	1	1	1
The school takes account of my suggestions and concerns	56	58	35	36	1	1	1	1
The school is led and managed effectively	75	78	21	22	0	0	0	0
Overall, I am happy with my child's experience at this school	78	81	18	19	0	0	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

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

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

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

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

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

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

## Common terminology used by inspectors

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

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



28 January 2011

Dear Pupils

**Inspection of Onslow Infant School, Guildford GU2 7DD**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We think that you go to an outstanding school. This means that it does most things very well indeed.

- Your school is very warm and welcoming.
- All the adults take excellent care of you.
- Your understanding of healthy lifestyles is excellent and you feel very safe at school.
- You enjoy school, cooperate well in lessons and behave well around the school.
- Through the school forum, you take on responsibilities, such as suggesting ideas for improving the outside area. You also take part in events locally.
- Your attendance at school is high.
- The teaching in your school is outstanding. The school has made the curriculum interesting for you.
- Your achievement is excellent. You make outstanding progress, so that by the end of Year 2, your attainment in reading, writing and mathematics is high.
- You take part very well in the excellent range of extra-curricular clubs.
- The headteacher and the other leaders are extremely good at their jobs and know how to improve your school.
- Nearly all your parents are very pleased with your experience at the school.

To make your school even better, your school now needs to do the following in the Reception class:

- help the children to do as well in their writing as they do in all their other learning
- make sure that the way the children are assessed at the end of the year is more accurate.

All of you can help, too, by continuing to work hard and continuing to come to school regularly. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead inspector

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