

# Barclay Primary School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 131517         |
| <b>Local Authority</b>         | Waltham Forest |
| <b>Inspection number</b>       | 360284         |
| <b>Inspection dates</b>        | 24–25 May 2011 |
| <b>Reporting inspector</b>     | David Shepherd |

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

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|--|--------------------------------------|
| <b>Type of school</b>                      | Primary                              |
| <b>School category</b>                     | Community                            |
| <b>Age range of pupils</b>                 | 3–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 982                                  |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Robin Thompson-Clarke                |
| <b>Headteacher</b>                         | Justin James                         |
| <b>Date of previous school inspection</b>  | 15 May 2008                          |
| <b>School address</b>                      | Canterbury Road<br>London<br>E10 6EJ |
| <b>Telephone number</b>                    | 0208 539 6777                        |
| <b>Fax number</b>                          | 0208 858 4994                        |
| <b>Email address</b>                       | school@barclayprimary.waltham.sch.uk |

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|--------------------------|----------------|
| <b>Age group</b>         | 3–11           |
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## Introduction

This inspection was carried out by five additional inspectors, who observed 38 lessons led by 34 different teachers. Meetings were held with the senior staff, a group of pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 174 parents and carers, 23 staff and 97 pupils were received and analysed.

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

- Why boys appear not to perform as well as girls in reading and writing in Year 6 and whether this is replicated throughout the school.
- The extent to which the school's judgements about progress are supported by inspectors' observations and pupils' work.
- How consistently effective teaching and assessment are throughout the school.
- The impact of the monitoring carried out by middle leaders on pupils' progress and attainment.

## Information about the school

This school is much larger than most primary schools and draws its pupils from the local area. A minority of pupils are from a Pakistani background, with very small minorities from other White, other Asian, Indian, Caribbean and African backgrounds. Overall, the proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion speaking English as an additional language. An above average proportion of pupils have special educational needs and/or disabilities; the proportion of pupils who have a statement of special educational needs is below average. Higher than average proportions of pupils are known to be eligible for free school meals. The number of pupils leaving or joining the school during the year is above average. The Early Years Foundation Stage consists of two Nursery classes and five Reception classes. The school has gained a Healthy Schools award and a Sporting Primary of the Year award.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

Barclay Primary School is a good and rapidly improving school. Children get off to an outstanding start in the Early Years Foundation Stage. This is built upon through the school, and pupils, including those with special educational needs and/or disabilities and those for whom English is an additional language, make good progress in line with their capabilities. This is because teaching is good. Excellent care, guidance and support mean that pupils really enjoy school, feel extremely safe, get on very well together, lead very healthy lifestyles, behave in an exemplary fashion and play a significant part in enabling the school to run smoothly. Pupils are gaining an excellent understanding of cultural diversity both within their own community and globally.

Pupils' attainment at the end of Year 6 has risen over the past three years and is average in English and mathematics. Boys are making faster progress than girls in reading and writing this year in Year 6, but their attainment in these subjects, although catching up, is not as high as that of the girls. Throughout the school, there is little difference in the progress made by boys and girls in these subjects, although girls consistently achieve higher levels than boys. This reflects the national trend in these subjects.

Relationships between pupils and adults are consistently excellent, and this is a key feature of lessons. As a result, pupils try extremely hard to please staff. Teachers ask probing questions that encourage pupils to think carefully and develop independence in their learning. The headteacher and senior staff understand the school's strengths well. Their evaluations are accurate and rigorous, and have led to clear improvements in provision and outcomes. Senior staff are supporting middle leaders in developing their skills of monitoring and evaluation but, because some are new to their roles, they have not yet had sufficient impact on improving progress and attainment in their areas of responsibility. Teaching contains a number of strengths and is good overall. Planning and the organisation and management of pupils are good but, whilst the purpose of lessons is included in planning, on a few occasions there is not always sufficient detail about what pupils at different levels of ability are expected to learn and this means the level of challenge is not always as appropriate to their abilities as it should be. Marking is encouraging and in the best lessons, provides appropriate guidance for pupils about how to improve; in addition, teachers ensure there is time for pupils to respond to suggestions made. However, these good features are not consistently present in all lessons. The curriculum meets pupils' needs well and is enriched by a wide variety of visitors to the school and visits to places of interest. Effective links with outside agencies and other schools are leading to improved outcomes for pupils.

The headteacher provides outstanding leadership, and strong teamwork between the headteacher, staff and the governing body is a notable feature of leadership and management. Links with parents and carers are good. The governing body is keen and

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supportive. Self-evaluation is broadly accurate and appropriate priorities for development are identified. This, along with the excellent relationships throughout the school and the school's success in raising attainment, demonstrates the school's good capacity to sustain further improvement.

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

- By April 2012, improve the quality of teaching and assessment by ensuring that all teachers consistently:
  - identify what pupils of different abilities are to learn in lessons
  - correct misunderstandings during lessons, especially those of pupils working independently
  - indicate in marking the next steps in learning and provide pupils with opportunities to correct their mistakes.
- Ensure that monitoring and evaluation carried out by middle leaders lead to accelerating progress and rising attainment across the curriculum by:
  - training staff new to their roles so that they have a sharper understanding of how to assess pupil progress and learning in lessons.

## Outcomes for individuals and groups of pupils

**1**

Pupils' achievement is good, given that they start in Year 1 with skills that are generally below average, and progress to the point where test results, as well as standards seen in lessons and books by inspectors, are broadly average. Pupils successfully apply their well-developed basic skills across the curriculum and are well equipped with wider skills and personal qualities for their future lives. They settle down quickly to their work. For example, in Year 6, pupils applied themselves enthusiastically when writing a description using similes and metaphors within the context of modern Olympics. Year 3 pupils worked eagerly in a practical activity that involved placing objects on a grid by plotting coordinates. The school has succeeded in accelerating boys' progress in reading and writing in Year 6. This is because teachers have provided good opportunities for pupils to read and write in different subjects and this has engaged boys in particular.

Pupils have an excellent knowledge and understanding about healthy eating and the importance of exercise. They really enjoy physical activities in lessons, and at lunchtimes and playtimes, which help promote their healthy lifestyles. The impact of the Healthy Schools award can be seen by their very positive responses in their questionnaires. The school has also been awarded the Sporting Primary of the Year award by the local authority in recognition of its achievements in this area. Pupils' behaviour was exemplary in the lessons seen. Pupils make an outstanding contribution to the school and local communities. For example, throughout the school, pupils act as play leaders helping others with playground activities and all classes have monitors who help with the conduct of lessons. Pupils have raised money for a wide range of charities at home and abroad. Elected pupils represent their peers on the school council which has a number of sub-committees such as the health and well-being committee and the eco committee. Pupils reflect thoughtfully upon some of the broader issues in life, such as their rights and

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responsibilities. Attendance is improving and is now above average. Pupils are consistently punctual reflecting their increasing enjoyment of their education.

*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:<br>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>1</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>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <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?

Teachers' planning and classroom organisation are effective in enabling lessons to flow smoothly. Teachers and teaching assistants provide good guidance and support for pupils in their groups during lessons, although on a few occasions not enough guidance is given to pupils who are working independently to ensure they make the progress of which they are capable. Teachers and teaching assistants support pupils with special educational needs and/or disabilities and those with English as an additional language well on an individual and/or group basis and this helps pupils in their understanding of particular aspects of their work. This additional teaching helps pupils to make good progress. Provision to promote pupils' personal development is included very effectively throughout the curriculum.

Very good arrangements for pupils joining the school at the beginning of the school year and at other times ensure that they settle quickly. In replies to their questionnaires, most pupils responded that they were looked after well by staff. The high number of pupils with special educational needs and/or disabilities are identified effectively and very good provision is allocated to meet their needs. The school enlists the support of all appropriate agencies and works extremely well with parents and carers to meet pupils' special social

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and emotional needs. One parent reflected this when writing, 'Barclay Primary School has been outstanding in dealing with my son's social and emotional needs.' Procedures for promoting attendance are excellent, as indicated by the rise in the figures, which are now above average. Transition arrangements are excellent from the Reception classes into Year 1 and from Year 6 to secondary school. One parent wrote, 'The school has been outstanding in helping my daughter transfer to secondary school.'

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>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?

Morale is very high because staff feel that their contributions are valued by the headteacher and senior leaders. There is a strong sense of pulling together to achieve goals because the headteacher, ably supported by the deputy headteacher and senior leaders, has successfully instilled a sense of ambition and drive to improve the work of the school. The school identifies appropriately the strengths and weaknesses of teaching and learning and incorporates the areas for development into plans of action. Monitoring and evaluating progress and attainment are systematic but on a few occasions are not always rigorous enough to correct the inconsistencies in teaching and learning in some classes, and the school acknowledges the need to provide training for middle leaders in this area.

The school has good relationships with parents and carers. As one parent, reflecting a typical view, wrote, 'The headteacher is a good role model and other staff follow after him. The energy and enthusiasm of staff are creating an environment for the children to learn and blossom it is an inspiration.' Initiatives such as the headteacher's surgeries, parents' forums, the school website, weekly newsletters, text messaging and surveys of parents' and carers' opinions all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for consultation evenings and curriculum events and workshops.

Governance is good. The governing body is keen and enthusiastic. It is ambitious for the school to do well, is supportive and shows high levels of commitment to the school. Safeguarding procedures are outstanding. Almost all the parents and carers who responded to the questionnaire feel their children are extremely safe in school. All the staff who responded to their questionnaire agree with parents and carers. Staff are rigorously vetted and trained regularly in child protection procedures. Links with the local authority, medical services and local schools help to promote effectively the personal development and well-being of pupils. Links with the Children's Centre are excellent and these help children to settle quickly into school routines.

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The school promotes equality extremely well for the different groups of pupils in the school and tackles any racist behaviour and discrimination effectively. This enables all groups of pupils to achieve well. Community cohesion is outstanding. Pupils have a very good knowledge and understanding of their local, national and international communities.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children join the Nursery and Reception classes with skills and abilities that are well below those typically expected for their age. They make excellent progress from these starting points in all areas of their learning. Children with special educational needs and/or disabilities and those with English as an additional language also make outstanding progress in line with their capabilities.

Children enjoy their learning and tackle their activities with relish and enthusiasm. They are looked after extremely well and are kept very safe. They are given excellent opportunities to chat to adults about what they are doing. They practise the sounds letters make, read, write, count and play with toys and other equipment and are challenged very effectively at their different levels of skills and abilities. Behaviour is exemplary and children get on extremely well with each other and with adults. The outside learning environment is particularly stimulating and very well organised and provides children with an enjoyable and outstanding range of activities that help develop their understanding and skills in all areas of learning. The inside environment also includes an excellent range of activities. The balance between adult-led and child-initiated activities is good. The Early Years Foundation Stage is extremely well led and staff work very well together as a team and have an excellent understanding about early years provision. Children's progress is monitored and recorded systematically on a daily basis. Records of children's achievements are kept in a special book that all children take home. This book is not as



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helpful as it might be to parents and carers since it does not include activities from each area of learning together, so that children's progress can be tracked more easily. Links with parents and carers are very good. Induction procedures are excellent and children settle very quickly into school routines.

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 1        |
| The quality of provision in the Early Years Foundation Stage                       | 1        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1        |

## Views of parents and carers

The response rate from parents and carers to the questionnaire was below average. Their views were positive. Approximately one quarter of the questionnaires returned included written comments, most of which were positive. Parents and carers say that their children enjoy school and are kept safe; that the school helps parents and carers to support their children's learning at home; that it keeps them informed about their progress and that the leadership and management of the school are good. One parent wrote, 'The teaching staff at Barclays are very approachable and I feel I can approach my child's teacher with any concerns and they will be dealt with accordingly.'

A few parents and carers wrote about a few concerns that they had about the school but these were not typical of the views of the cross-section of parents and carers who returned the questionnaire.

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

Ofsted invited all the registered parents and carers of pupils registered at Barclay 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 174 completed questionnaires by the end of the on-site inspection. In total, there are 982 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 115            | 66 | 56    | 32 | 3        | 2 | 0                 | 0 |
| The school keeps my child safe  | 128            | 74 | 41    | 24 | 4        | 2 | 0                 | 0 |
| My school informs me about my child's progress  | 90             | 52 | 76    | 44 | 6        | 3 | 1                 | 1 |
| My child is making enough progress at this school   | 89             | 51 | 73    | 42 | 8        | 5 | 2                 | 1 |
| The teaching is good at this school   | 100            | 57 | 69    | 40 | 1        | 1 | 2                 | 1 |
| The school helps me to support my child's learning  | 90             | 52 | 76    | 44 | 5        | 3 | 2                 | 1 |
| The school helps my child to have a healthy lifestyle   | 90             | 52 | 77    | 44 | 1        | 1 | 2                 | 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) | 70             | 40 | 91    | 52 | 4        | 2 | 3                 | 2 |
| The school meets my child's particular needs  | 83             | 48 | 80    | 46 | 6        | 3 | 3                 | 2 |
| The school deals effectively with unacceptable behaviour  | 84             | 48 | 74    | 43 | 8        | 5 | 2                 | 1 |
| The school takes account of my suggestions and concerns   | 66             | 38 | 94    | 54 | 6        | 3 | 3                 | 2 |
| The school is led and managed effectively   | 101            | 58 | 63    | 36 | 3        | 2 | 1                 | 1 |
| Overall, I am happy with my child's experience at this school   | 109            | 63 | 60    | 34 | 2        | 1 | 3                 | 2 |

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 46  | 48   | 6            | 0          |
| Primary schools      | 6   | 47   | 40           | 7          |
| Secondary schools    | 12  | 39   | 38           | 11         |
| Sixth forms          | 13  | 42   | 41           | 3          |
| Special schools      | 28  | 49   | 19           | 4          |
| Pupil referral units | 14  | 45   | 31           | 10         |
| All schools          | 10  | 46   | 37           | 7          |

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

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



26 May 2011

Dear Pupils

**Inspection of Barclay Primary School, London E10 6EJ**

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a good school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on really well with each other.
- You feel very safe and understand the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You are very well behaved and make an excellent contribution to the school.
- You learn a lot about the many different cultures to which you belong.
- You have good teachers who look after you extremely well.

We have asked your headteacher, teachers and the governing body to do two things to make your school better.

- Let you know what you are expected to learn by the end of each lesson and how well you have done, and give you time to carry out the improvements suggested in marking.
- Help all teachers to check more carefully on how well you are learning in all lessons.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd

Lead inspector

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