

Hollywater School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 131068 |
| Local Authority | Hampshire |
| Inspection number | 360198 |
| Inspection dates | 22–23 June 2011 |
| Reporting inspector | Denise Morris |

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

| | |
|--|--|
| Type of school | Special |
| School category | Community |
| Age range of pupils | 2–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 129 |
| Of which, number on roll in the sixth form | 7 |
| Appropriate authority | The governing body |
| Chair | Shirley Lilley |
| Headteacher | Barbara Livings |
| Date of previous school inspection | 31 October 2007 |
| School address | Mill Chase Road Hampshire GU35 0HA |
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Introduction

This inspection was carried out by two additional inspectors. During the inspection, 13 lessons were observed taught by 13 different teachers. Meetings were held with staff, senior leaders, pupils and members of the governing body. Inspectors observed the school's work and looked at school documentation including planning documents, pupils' work, assessment and tracking data and safeguarding policies. A total of 31 parents and carers responded to the inspection questionnaire.

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

- How well assessment has improved since the last inspection.
- The quality of pupils' speaking and literacy skills in Years 3 to 11.
- The quality of pupils' cultural awareness.
- Whether provision in the sixth form fully meets the needs of all students.

Information about the school

Hollywater is a school for pupils with complex needs that include moderate and severe learning difficulties. A few pupils have profound and multiple learning difficulties or challenging behaviour, a minority have autistic spectrum disorders. There are many more boys than girls. Five children are at the Early Years Foundation Stage age. Ten children are designated as being 'looked after' and most pupils are White British. A new headteacher is due to start in September.

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 school. It has maintained its good outcomes since the last inspection. Parents and carers are right when they say their children are extremely safe and secure. This is because of outstanding safeguarding procedures and the school's excellent care, guidance and support. 'Hollywater is a super school' wrote a parent, 'it is like a big extended family where each child is treated as an individual.'

Pupils' achievement is good. They make good progress from their individual starting points, so that by the time most leave the school in Year 11 to go to college, some, particularly those with moderate learning difficulties, attain GCSE's and entry level qualifications. All pupils of this age have the opportunity to take some accredited and vocational qualifications that contribute well to their futures. The range of vocational courses is limited, however, and pupils in Years 10 and 11 say that they would like more choice, particularly in areas that would provide employment training. Those with autism spectrum disorders and those who are 'looked after' by the local authority achieve well. Pupils with profound and multiple learning difficulties make excellent progress because of outstanding teaching that regularly extends and challenges their abilities.

Children get off to a good start in the Early Years Foundation Stage, benefiting from spacious accommodation and high levels of support. Their outdoor area, however, lacks creativity and opportunities for children to explore, investigate and find things out for themselves. The sixth form fully meets the needs and abilities of students, most of whom have severe or profound learning difficulties. They achieve well on their accredited courses and make good progress towards gaining independence. Throughout the school, pupils benefit from mostly good teaching with high expectations, positive relationships and effective assessment procedures which have improved since the last inspection. A rich range of well-planned curriculum activities engages most pupils. For example, the high quality on-site hydrotherapy pool contributes exceptionally well to the needs of those with physical disabilities in particular. The extensive grounds contribute well to pupils' healthy lifestyles and to their enjoyment of sport. High quality facilities for information and communication technology (ICT) ensure that pupils achieve well in the subject and that those with communication difficulties always have a means of interacting and making choices. Pupils' moral and social development is particularly strong resulting in their positive behaviour and good attendance.

Accurate self-evaluation means that leaders know what the school does well and what needs improving. They are aware that there is more to do to widen their community cohesion strategy so that pupils' understanding and empathy with those from other cultures in the United Kingdom and beyond improves. The headteacher has a clear vision and high expectations of pupils and staff. She has embedded her ambition for the school by driving good improvements since the last inspection including improvements in relation

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to the sixth form, appropriate assessment procedures and high quality training for all adults. Strong partnerships and the effective contribution of therapists ensure that all pupils' needs are well met. Governors are supportive and regularly offer challenge to the school. As a result there is a good capacity to improve.

What does the school need to do to improve further?

- Improve pupils' cultural development by embedding links with schools further afield in this country and beyond.
- Involve Years 10 and 11 pupils more in discussions about their vocational courses so that they have more choice of activity.
- Develop the outdoor area for children in the Reception Year so that it provides increased opportunities for children's exploration and investigation.

Outcomes for individuals and groups of pupils

2

Most pupils' attainment on entry to the school is extremely low as a result of their special educational needs and/or disabilities. For this reason, attainment is likely to remain low compared to pupils nationally, and attainment is not graded in this report. Nevertheless all groups of pupils achieve well and most make better than expected progress, particularly in language and interaction and ICT as well as in their personal development. For example, pupils with autism spectrum disorders and severe learning difficulties in Years 4 and 5 made good progress in understanding the story of 'The Bear who wouldn't share' as they used symbols and signs very well to answer questions. They were able to join in with the ends of sentences as they anticipated what might happen. Because of high quality visual resources pupils made good gains in learning about sharing and turn-taking. Similarly in Years 3 and 4, those with moderate learning difficulties showed good independence as they chose their lunch from a menu highlighting healthy options. Very effective use of signing led to good involvement and promotion of literacy skills. Older pupils regularly acquire academic and vocational accreditation which along with support for their academic needs helps to prepare them well for their futures. They benefit from close links with the local secondary school and college to extend their opportunities. However, the school council recognises that the choices of vocational courses are too limited as only one or two options are available.

Pupils' good behaviour is evident in and around the school and is reflected in their positive views and enjoyment of all that the school has to offer. Most make their way independently through the long corridors to their classrooms in the morning, happily greeting adults and other pupils on their way. Pupils are confident and share a positive view of the school. They say that they enjoy school and feel extremely safe. This was exemplified by pupils in Years 7 to 9 with moderate learning difficulties during a food technology lesson. They knew that apples were a healthy food and showed good understanding of the need to wash their hands, to wear aprons and to use oven gloves to take their apple crumbles out of the oven safely. Pupils contribute well to the community through work experience at places like the local schools and shops. Most pupils understand the rules and routines well and almost all adhere to them. This is because they value the opinions of staff and want to succeed. They are regularly and enthusiastically involved in fund raising, for example dressing up as monsters to raise funds for 'Red Nose'

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day. Pupils' understanding of the cultures and lifestyles in the modern United Kingdom are limited.

These are the grades for pupils' outcomes

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

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

The rich curriculum has a positive impact on pupils' enjoyment and on their achievement. It provides many exciting activities and visits to places of interest and the outdoor accommodation is spacious enabling pupils to learn about nature and develop understanding of how to take care of their environment. Curriculum activities contribute well to pupils' personal development as well as fostering their academic skills. For example, in a science activity in Years 10 and 11, pupils worked on their Entry Level certificates which included them researching the effects of drinking alcohol. They gathered information using a search engine on the internet. One pupil commented, 'I've learned a bit more about the bad effects of drinking, even nurses are asking for a total ban.' Accredited courses for pupils in Years 10 and 11 help them to interact locally and develop good levels of independence. Vocational courses are more limited. The curriculum for those aged 14 to 19 has improved since the last inspection, however, as there are now more well-planned experiences to prepare them effectively for their futures.

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Teaching is mostly good and the majority of lessons have clear learning objectives showing that teachers have high expectations of pupils' successes. There are particular strengths in the level of support provided for individual pupils, enabling them to be fully included in lessons. Assessment information is used well to plan tasks. Whole-school data show that progress is improving overall. Older pupils in particular know their targets and are aware of what they need to do to improve their work. Questioning is a strength in many lessons helping to extend pupils' understanding and ensuring that pupils of different abilities can access learning. Pupils with autism spectrum disorders, physical or behavioural needs benefit from clear tasks tailored to their abilities and needs. Teaching for those pupils with profound and multiple learning difficulties is outstanding. Exceptional skills by their teacher and teaching assistants ensure that all pupils are able to interact, enjoy and take part fully in lessons. In one lesson, for example, the excellent use of switches to enable pupils to respond to questions ensured that they all responded to their names, made a choice and greeted their peers, adults and visitors resulting in excellent progress. Teachers do not always plan sufficient outdoor activities to develop pupils' investigative and enquiry skills particularly for younger pupils.

Pupils are extremely well cared for by the whole school community. Very effective links with a wide range of other professionals such as speech and physical therapists ensure that pupils' personal needs are extremely well met. Induction and transition procedures are excellent so that new pupils quickly find their way around, and older pupils transfer smoothly to college. Strategies to support vulnerable pupils are excellent, resulting in full inclusion and enjoyment by these groups. Attendance is above expected levels and Hollywater can point to some impressive examples of improved attendance for individual pupils due to strong collaboration with support services and families.

These are the grades for the quality of provision

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

How effective are leadership and management?

Purposeful leadership is a key feature of the school. Leaders are driving improvement in all areas. As a result, the school is effective and provides some exceptional facilities that meet pupils' needs well. The headteacher is ably supported by the deputy headteacher and the assistant headteacher as well as staff. Leaders are rigorous in promoting equality and eliminating discrimination. Pupils at the school have equal access to all the opportunities and all groups are effectively monitored to show that they make at least good progress. Accurate self-evaluation means that leaders have already identified the issues highlighted by this inspection. The senior management team has embedded its ambition for the school by working closely with local schools and businesses to create an environment in which pupils thrive and which serves them well. Governors are fully

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involved in the school's management and offer regular challenge to leaders. They are developing an appropriate strategy for community cohesion and know that there is more to do to develop wider links much further beyond the school. Very close local links promote effective working relationships with many other schools. Partnership activities are good and have a positive impact on learning for all pupils. Regular and robust links with parents and carers contribute well to pupils' attendance. Safeguarding procedures, including those for child protection, are excellent. They fully meet current government guidelines, are well tailored to the specific needs of these pupils, and staff appointments are vetted thoroughly. These procedures are rigorously monitored and the site is exceptionally safe and secure.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage class. They make good progress in their personal, social and emotional development because of the careful support and excellent attention to safety. Children behave well and respond to peers and adults eagerly. They play safely and most make healthy choices of food. Many have limited ability to communicate and signs and symbols are used appropriately by staff to encourage understanding and give children choices. Children make good progress in communication, language and literacy and in their mathematical development. For example, one boy was building with large bricks. When asked what he was doing he replied 'I'm making it tall' showing good use of mathematical language. Several children were able to count to five and join in with singing as they watched the 'five little ducks' video. In the outdoor play area children were happy to wait for their turn and enjoyed choosing a toy to play with. A few joined in a game of skittles with an adult, but the lack of exciting resources for children to investigate and explore in the same way that they do indoors limits opportunities for them to extend their knowledge and understanding of the

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world in particular. Evidence of past work shows that children benefit from a good range of sensory activities.

Effective leadership results in children's achievements being checked regularly. Photographic and annotated evidence shows that most children make good progress during their time in the class. They are well looked after and welfare arrangements are good. They are very safe and secure in their environment.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Sixth form

Students in the sixth form achieve well and make good progress. The appropriate range of accredited courses ensures that students develop good awareness of work. They complete a range of different modules with all students achieving at least one module a year and the majority achieving three or four modules annually. Students behave outstandingly well because they are positive about their experiences and because their needs are well met. Teaching is effective and regularly excites and engages students in relevant activities. For example, in one lesson where students were learning about the environment, the teacher created excitement as she dropped rubbish from a bin bag onto the floor. After discussion students were able to make choices as they separated the litter for re-cycling. Because the teacher divided them into three different ability groups students were all able to take part and have a say in where the litter should go. The lesson successfully improved students' numeracy, literacy and ICT skills and they responded well to their challenges. Students say they enjoy their courses. This is evident in the harmonious way in which they work and socialise together. Students benefit from effective support and guidance, which helps them to find the right path for their futures. They eat healthily and the vast majority show understanding of how to stay safe. They learn about the importance of avoiding drugs and alcohol and are provided with guidance on sex and relationships. Students take their simple jobs and responsibilities seriously.

Leadership of the sixth form is good. The provision and outcomes have improved since the last inspection. Students are safe and secure and their achievements are regularly assessed. The separate and different approach to that in the main school is increasingly effective in raising achievement.

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

These are the grades for the sixth form

| | |
|--|----------|
| Overall effectiveness of the sixth form | 2 |
| Taking into account: | |
| Outcomes for students in the sixth form | 2 |
| The quality of provision in the sixth form | 2 |
| Leadership and management of the sixth form | 2 |

Views of parents and carers

Parents and carers are pleased with the school. 'Hollywater is the perfect educational setting for my son. They fully understand his needs and we work together on any new strategies,' commented one parent. A small minority of parents and carers responded to the inspection questionnaires. Of these all feel that the school keeps their child safe and that the school deals with unacceptable behaviour effectively. A few do not feel that the school takes sufficient account of their suggestions and concerns. Teachers have regular communication with parents and carers. Home/school books for most pupils, particularly younger ones and those who find communication difficult, are used well to inform parents and carers about any concerns and also enable parents and carers to contribute their suggestions and ideas.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollywater 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 17 | 55 | 13 | 42 | 1 | 3 | 0 | 0 |
| The school keeps my child safe | 20 | 65 | 11 | 35 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 16 | 52 | 14 | 45 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 15 | 48 | 14 | 45 | 0 | 0 | 1 | 3 |
| The teaching is good at this school | 16 | 52 | 13 | 42 | 1 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 15 | 48 | 14 | 45 | 1 | 3 | 1 | 3 |
| The school helps my child to have a healthy lifestyle | 15 | 48 | 15 | 48 | 1 | 3 | 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 | 48 | 13 | 42 | 1 | 3 | 1 | 3 |
| The school meets my child's particular needs | 16 | 52 | 13 | 42 | 1 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 16 | 52 | 14 | 45 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 16 | 52 | 10 | 32 | 4 | 13 | 0 | 0 |
| The school is led and managed effectively | 17 | 55 | 13 | 42 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 19 | 61 | 11 | 35 | 0 | 0 | 1 | 3 |

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

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

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

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

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

Common terminology used by inspectors

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

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



24 June 2011

Dear Pupils

Inspection of Hollywater School, Bordon GU35 0HA

Thank you for your help on our recent visit to your school. This letter is to tell you some of the things we found out during our visit.

- Your school gives you a good education, which means you make good progress.
- You told us that you enjoy coming to school and most of you come as often as you can.
- You achieve well in your lessons and in your courses.
- You told us all about your healthy lifestyles and we know you try to do lots of exercise.
- Most of you try hard to be polite and you work well together.
- Your leaders keep you extremely safe and secure.
- We are impressed by the way that you work well with your local community and raise money for the school and charities. Well done for this.

We are asking your school to do three things to help you to do even better:

- to improve your understanding of all the different cultures in the United Kingdom
- to talk to pupils in Years 10 and 11 about their courses so that they can have more choice
- to improve the outdoor provision for the youngest children in the school.

Thank you again for your help. You can help your school continue its success by talking to your teachers and making sure they know your wishes.

Yours sincerely

Denise Morris

Lead inspector

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