

# Sarisbury Infant School

## Inspection report

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<b>Unique Reference Number</b>	116012
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338702
<b>Inspection dates</b>	7–8 December 2009
<b>Reporting inspector</b>	Jane Neech

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>	2700
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Jones
<b>Headteacher</b>	Charlotte Weavers
<b>Date of previous school inspection</b>	8 September 2006
<b>School address</b>	Barnes Lane Sarisbury Green Southampton SO31 7BJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons, and held meetings with governors, pupils and staff. They observed the school's work, and looked at pupils' work, the school development plan, safeguarding policies, the governing body minutes, staff questionnaires and 77 parental questionnaires.

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

- the achievement of pupils in reading, writing and mathematics
- the impact of provision on standards reached by pupils
- the impact of current leadership on continuing to maintain high standards.

## Information about the school

This large infant school is situated in a semi-rural area on the outskirts of Southampton and serves the surrounding community. Most pupils are of White British heritage and very few are at an early stage of learning English as an additional language. The proportion known to be eligible for free school meals is below the national average. The percentage of pupils with special educational needs and/or disabilities is below the national figure. Most pupils transfer to the junior school which is approximately a 10 minute walk away. The deputy headteacher is currently the acting headteacher.

The school admits up to 90 children into one of the three Reception classes in the Early Years Foundation Stage. Some children have attended the pre-school situated next door to the school; others have attended a variety of early years settings.

**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

At the heart of this outstanding school is the excellent level of care, guidance and support given to individuals. This enables them to develop into confident youngsters who are eager to learn and are quite rightly proud of their achievements. Parents are warmly appreciative of the school's work, particularly the caring environment. One parent, typical of many, viewed the school as 'a very caring, nurturing, motivated and enthusiastic environment'.

The quality of pupils' learning and the progress they make overall are outstanding. A real strength of the school is the way in which pupils admire the achievements of their peers. For example, teachers give pupils opportunities in lessons to say what they liked about their partner's work. The way in which adults support one another in a whole school team is a further testament to the school's ethos of respecting everyone's talents and skills. As a result, the school is reaching and often exceeding the high goals it sets itself.

Standards across the school are exceptionally high and continue to improve each year. As one teacher put it, 'You can't aim high, unless you accept high.' Another strength of the school is the high expectations of pupils from all adults. An example seen on inspection was the skilful use of pupil self-assessment in lessons. As a result, pupils know their own strengths and what they need to do to improve their work. Older pupils hold consultation interviews with their own parents and carers. Pupils talk about their strengths, progress, friendships, talents, behaviour, as well as contributions to the class and how they can improve their work. They round the session off by asking their parents if they have any questions. This stunning example of pupil self-assessment and responsibility is exceptionally well received by parents and carers and encapsulates the school motto of: 'If it is to be, it is up to me!'

The outstanding curriculum underpins the school's work and leads to high standards achieved by pupils. During the inspection, parents and carers were treated to a Christmas performance of 'Hosanna Rock'. The spontaneous enjoyment of pupils, the high quality acting, speaking, music making, singing and dancing is a tribute to the way the school works together to provide an exciting curriculum. Teaching overall is good because teachers challenge pupils to make sure they are motivated and engaged. Just occasionally, pupils do not produce as much work as they are capable of because there is limited challenge in the task. The school is aware of this and is reviewing the planning of activities as a result. Provision for pupils with special educational needs and/or disabilities is well managed and consequently pupils make equally impressive progress as their peers. Provision for the youngest children in the Early Years Foundation Stage is good. However, opportunities for learning outdoors are in the early stages of

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development.

The exceptional clarity with which the leaders and managers communicate their drive and ambition is a key feature in the school's success. They are fully committed to working together with parents, carers and the local community to provide the best possible preparation for the pupils' next step in education. The school has an accurate view of what makes it so unique and so much part of the community. Parents and carers report that the transition from pre-school settings is good, as is the transition to the junior school. The school sees itself as part of a child's educational journey and is mindful of pre-school experiences as well as looking to the future. Staff training needs are regularly reviewed because the school is constantly taking steps to get provision just right. For example, involving pupils in writing the job description for the new headteacher prompted the governing body to debate the leadership qualities they wanted for the school. The school improvement plan is driven by rigorous analysis of performance and governors are clear about the school's strengths and areas for development. The improvements each year in the already high standards, focused leadership, staff-shared commitment and unflinching high expectations, reflect the school's outstanding capacity for further improvement.

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

- Develop outdoor learning in the Early Years Foundation Stage by:
  - providing a designated outdoor environment where all areas of the early years curriculum can be covered
  - supporting the training needs of staff in setting up and using the area.

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

**1**

Pupils enjoy their learning and are friendly and well behaved because lessons harness their enthusiasm. At the end of a Year 2 mathematics lesson observed during the inspection, the teacher used the interactive whiteboard to play 'Who wants to be a millionaire?'. This led to enthusiastic participation from pupils and encouraged them to apply their skills of mental calculation. They chose to 'phone a friend' and support one another if the answer was tricky!

These outstanding personal outcomes are reflected in the exceptionally high standards attained in national assessment tests over the past few years. It is evident from the current Year 2 work that most pupils are working well beyond the expected level for their age group and are achieving extremely well in reading, writing and mathematics. School tracking indicates that a significant number of Year 1 pupils make more than the expected progress. Boys and girls perform exceptionally well as do those pupils with special educational needs and/or disabilities. School data show that individuals and all groups are performing above national expectations. However, this is a school that is never complacent and careful analysis has identified some pupils who could do even better! Very occasionally, pupils' behaviour in lessons is not as good as it could be

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because tasks are not demanding enough.

Spiritual, moral, social and cultural development of pupils is outstanding. Pupils' mature social development is the result of the whole school approach to the use of the 'PATHS' programme for managing feelings. The soft toy green turtles in classes remind pupils of the different aspects of the programme, such as going inside your shell for a bit if you feel cross or sad. Teachers refer to aspects of the programme throughout the day which supports the calm atmosphere in school. Pupils' work reflects their understanding of different cultures and is reflected in the Arts Mark award. For example, stunning artwork based on the Japanese painting 'The Great Wave' by Hokusai shows the pupils' sensitivity towards different cultural art forms.

Children feel safe in school and their parents and carers agree with this. Children display well-developed moral attitudes to safety. For instance, following a visit to the coast, a Year 2 pupil wrote, 'I am the lighthouse keeper. It is my responsibility to make sure the light is shining properly. I have to make sure the boats are safe.' Pupils know who to talk to if they are worried or have concerns. The school has the Active Mark Award and daily 'active' sessions are much enjoyed by pupils and help them have a very good understanding of how exercise keeps them fit. In talking to inspectors during the inspection, pupils also explained how important it is to get plenty of sleep. During the calm lunchtimes pupils are keen to receive stickers for eating their lunch and know about the benefits of a healthy diet. Their excellent knowledge of healthy lifestyles includes knowledge of the dangers of drugs and alcohol as well as the importance of personal hygiene, such as keeping clean and brushing your teeth. This is reflected in the Enhanced Healthy Schools Award.

Taking on responsibility permeates the work of the school. Pupils are keen to care for and make a contribution to the school and wider community. Pupils demonstrate an understanding of caring for the environment. After looking for crabs during a visit to the beach, a pupil wrote, 'I have the responsibility to put down the rock carefully when I look for crabs.' References to rights and responsibilities are displayed in school as constant reminders such as, 'We don't waste our own time or others' time.' Pupils take turns in being 'librarians' and in this task are able to apply their excellent basic skills as well as making a contribution. Funding-raising for local, national and international charities involves pupils in decision making and the opportunity to apply their well-developed skills in literacy and numeracy. The school maintains an impressive attendance level that is above the national average as a result of high expectations which are clearly and regularly communicated to parents and carers.

*These are the grades for pupils' outcomes*

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

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<b>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>1</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>

### How effective is the provision?

Teachers have an excellent understanding of the way in which young children learn and enjoy very positive relationships with them. This enables them to fully engage pupils in learning and promote outstanding progress. The use of high quality resources, such as mathematics boxes on every table, supports the development of pupils' independence in solving mathematical problems. During the inspection, a group of Year 1 pupils were solving problems relating to ordering numbers from 1 to 100. One member of the group independently fetched a 100 square resource from the number box and this action helped the group successfully complete the task. Teachers skilfully ask questions which assess how well each pupil has understood the skills being taught, ensuring that the next steps in learning are carefully planned to meet particular needs. In a few lessons, teachers' expectations of what pupils can achieve are not high enough and consequently teaching does not always challenge enough and pupils do not make as much progress as they could. Pupils' work is marked exceptionally well and points for development are clearly conveyed. Targets in the form of next steps are matched extremely well to the needs of each pupil, shared with parents and carers and reviewed on a regular basis. The curriculum stimulates pupils because learning is centred on The Big Question. This enables skills to be developed in a meaningful context and takes into account what pupils already know. For example; 'Why did people build castles long ago?' led to pupils constructing their own castles, trying out different ideas and discussion about what life was like long ago. An extensive range of enrichment activities further supports pupils' learning and ensures that the curriculum is brought to life. For instance, 'around the world week' and a Victorian day bring learning in geography and history alive. An

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extensive range of activities is organised through local partnerships, such as rugby and cricket delivered by external coaches. After-school clubs are popular and well attended by pupils. A particular favourite is 'street vibes' which reflects current street dancing culture.

Pupils receive excellent care, guidance and support. Staff know the pupils' individual needs very well and are able to provide tailored high quality support. A strength in provision is the attractively well-resourced nurture room where pupils with individual needs receive high quality support.

*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	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The outstanding leadership of the acting headteacher during a period of change has kept the school flying high in all areas of its work. This, coupled with the commitment from the staff, ensures equal opportunities for all pupils is promoted well, and results in the highest quality academic and personal outcomes. As one parent commented: 'The acting headteacher is an inspiration to all the staff and parents.' The school sets challenging targets and the effective monitoring systems enable the school to evaluate its performance accurately. Leaders and managers understand the needs of the local community exceptionally well, engaging them all very effectively to ensure that provision fully meets individual needs.

The governing body displays an exceptional clarity of direction in its work which supports and challenges the school. Governors are justifiably proud of the excellent reputation the school holds within the local community. Induction for new governors and staff is of high quality and the school acts on feedback to make the induction process even better. Staff new to the school praise the support they receive and, responding to staff questionnaires, say they 'couldn't have chosen a better school'. Governors are fully involved in the life of the school. An example of this is the governor award for pupils' good behaviour. In this school, leadership is not just a role for adults. One way in which pupils are encouraged to be leaders is through the caretaker's Clean and Tidy Award, which encourages pupils to work together to keep their classes tidy.

The school complies with statutory requirements and ensures pupils are safeguarded. During the inspection, inspectors raised some points about visitor access to the school. The school has already planned how it will respond. The school is also aware of the need to improve provision for outdoor learning in the Early Years Foundation Stage.



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The school has excellent links with a wide range of outside agencies which enable it to support those pupils with special educational needs and/or disabilities. Pupils have short-term as well as longer-term plans. Short-term plans are very effective in helping an individual through specific difficulties such as a family bereavement. The plans are instantly shared with teaching and support staff working with the pupil and are highly effective as a result.

The school's contribution to community cohesion is a strength at local and international level. Visitors from different cultures and the celebration of different religious festivals, such as the Jewish Sukkot and Christian Harvest Festival, develop pupils' understanding of different communities. The school has identified that its links with other socio-economic groups nationally are at an early stage of development and there are plans in place to link with another school in an urban context.

*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>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>3</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>

**Early Years Foundation Stage**

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. Children join the school with skills typical for their age. As a result of good teaching in the Reception classes, the children's progress in all areas is good. Effective support for children with special educational needs and/or disabilities means that they make similar gains in their learning compared with their peers. The children develop levels of independence through a range of activities and tasks with effective opportunities to make their own choices, such as planning and reviewing what they have done. Day-to-day assessment is based on

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observations, which support future planning for individuals and groups. The balance of teacher-led and independent activities inside is effective and encourages children to be active in their learning. During the inspection, children were observed showing impressive sustained concentration in making and decorating Christmas parcels, selecting their own materials and addressing the parcel. However, the school is aware that planning for independent and adult-led activities outside is in the early stages and recognises this is an area for development. The Early Years Foundation Stage leader is an experienced practitioner who is new to the post. She has correctly identified the areas for improvement as well as considered the training needs for staff.

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

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

**Views of parents and carers**

From the returned questionnaires it is clear that the school enjoys the confidence and support of the parental community and this relationship continues to be a strength under the current leadership. Responses to each of the questions were positive and many added comments praising the school's work. In particular, parents and carers commented on the leadership of the school, the approachable staff, the caring nature of the school and the excellent teaching. A very few noted concerns about supervision at the end of the day. Inspectors discussed with the school issues raised and were satisfied that individual issues had been resolved appropriately. A few parents and carers noted concerns about behaviour. Inspectors observed pupils' behaviour in a range of situations during the inspection and were impressed by how well pupils responded to adults and managed their own behaviour. Several parents and carers were concerned that a new headteacher had not yet been appointed. The inspection team is confident that the governors are taking steps to recruit a substantive headteacher.

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

Ofsted invited all the registered parents and carers of pupils registered at Sarisbury 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	88	9	12	0	0	0	0
The school keeps my child safe	55	71	21	27	1	1	0	0
The school informs me about my child's progress	45	58	28	36	3	4	1	1
My child is making enough progress at this school	44	57	28	36	2	3	0	0
The teaching is good at this school	50	65	25	32	1	1	0	0
The school helps me to support my child's learning	53	69	21	27	1	1	0	0
The school helps my child to have a healthy lifestyle	51	66	24	31	1	1	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)	45	58	25	32	1	1	0	0
The school meets my child's particular needs	47	61	29	38	1	1	0	0
The school deals effectively with unacceptable behaviour	35	45	36	47	2	3	0	0
The school takes account of my suggestions and concerns	37	48	37	48	0	0	0	0
The school is led and managed effectively	45	58	28	36	2	3	0	0
Overall, I am happy with my child's experience at this school	55	71	22	29	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 its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

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

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

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

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

## Common terminology used by inspectors

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

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



9 December 2009

Dear Children

Inspection of Sarisbury Infant School, Hampshire, SO31 7BJ

Thank you so much for welcoming the inspection team to your school when we visited recently. We really enjoyed spending time with you and finding out about Sarisbury Infant School. We particularly enjoyed your Christmas performances and thought 'Hosanna Rock' was just great!

This is a letter to tell you about what the inspection team found.

Sarisbury Infant School provides you with an outstanding education. Your work is of a high standard and your achievement throughout the school is excellent. This is because you are well taught and the care and support you are given is first class. You enjoy finding things out from the 'Big Question' and this makes learning exciting. We were impressed how well you read, write and tackle number problems together. You take on responsibilities in school and many of you contribute to the school community. We were very impressed with how the older ones of you interviewed your own parents and told them about your progress. You feel safe in school because you know everyone takes responsibility to behave well and manage their own feelings. The green turtle is a good reminder! You are knowledgeable about how to keep yourself healthy and we were impressed by the way you join in with your daily 'Active' sessions.

Your headteacher and the other adults involved in leading and managing your school do a great job. They make sure you continue to receive an outstanding education. We have asked your school leaders and governors to make sure the children in the Reception classes have lots of different planned opportunities to learn outside, in their own special Early Years Foundation Stage area. We have also asked school leaders to provide training for adults in using the outdoor area so that learning outside will be really exciting.

We are sure your school will continue to be a 'Golden School'. Keep doing your best and working with the adults in school to make sure Sarisbury Infant School continues to be a great school. Well done!

Yours sincerely

Jane Neech

Lead inspector

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