

# Queenborough School and Nursery

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 118345              |
| <b>Local Authority</b>         | Kent                |
| <b>Inspection number</b>       | 379600              |
| <b>Inspection dates</b>        | 10–11 November 2011 |
| <b>Reporting inspector</b>     | Margaret Coussins   |

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> | 394   |
| <b>Appropriate authority</b>               | The governing body                              |
| <b>Chair</b>                               | Colin Wyver                                     |
| <b>Headteacher</b>                         | Barbara Conroy                                  |
| <b>Date of previous school inspection</b>  | 6–7 May 2009                                    |
| <b>School address</b>                      | Edward Road<br>Queenborough<br>Kent<br>ME11 5DF |
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## Introduction

This inspection was carried out by three additional inspectors. They observed 21 lessons and 17 teachers. Meetings were held with the headteacher, other staff with leadership responsibilities, governors and pupils. Inspectors observed the school's work and looked at a range of documentation including the school's self-evaluation, the school development plan, pupils' progress records and the safeguarding policies and procedures. Questionnaires from 164 parents and carers were received and analysed along with those from staff and pupils.

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

- Whether the successful strategies that led to the considerable improvement in attainment in mathematics in 2011 are being sustained.
- How well the school's focus on writing is leading to improvement.
- The level of challenge in lessons and the effectiveness of marking and feedback, to determine the quality of teaching and whether pupils are making the progress of which they are capable.
- How effectively the school is working with pupils, parents and carers and other agencies to improve attendance.
- The impact of all leaders and managers on school improvement through their monitoring and evaluation.
- How effectively the curriculum, including the range of intervention programmes, meets the needs of all learners and promotes accelerated progress.

## Information about the school

Queenborough is larger than the average-sized primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above average as is the proportion with special educational needs and/or disabilities. These needs relate mainly to behavioural, emotional and social difficulties and speech, language and communication difficulties. Provision is made for the Early Years Foundation Stage in a Nursery class where children attend for a morning or afternoon session and two Reception classes. The school provides a daily breakfast club. The school has gained a range of national accreditations including Healthy School status and an Activemark award. Queenborough, formerly a First School, had its second cohort of Year 6 pupils start at the school in September 2010.

**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

Queenborough is a good school. Pupils achieve well because teaching is good and good care, guidance and support promote a positive learning atmosphere. Pupils' personal skills are good, they are polite and care for each other and show respect for others' needs. One parent wrote, 'They teach excellent manners and kindness to each other'. Good behaviour contributes well to the learning atmosphere and pupils' good progress. Pupils understand the established rules and routines and help to create a school community that is calm and orderly. There are good, trusting relationships between adults and pupils, and pupils say they feel safe in school and confident to talk to adults should any problems arise. Attendance has improved and is now average. This improvement reflects pupils' increasing enjoyment of school and learning and contributes to improving attainment, which is average by the time they leave.

The results of the national tests at the end of Year 6 improved in 2011, the second year they were taken. There was a slight improvement in English, although pupils' writing skills held them back. There was a marked improvement in mathematics, a recent area of focus for the school and an area for improvement in the last inspection. The school's tracking information and pupils' current work show that good and accelerated progress is now being made across the school in English and mathematics, and that pupils are on track to sustain and improve on previous achievement. In English, reading is the strongest area and pupils, particularly those in Key Stage 1, benefit from the school's involvement in national programmes such as Reading Recovery and Every Child a Reader. Pupils' current work shows that they are making more rapid gains in writing as a result of teachers' developing skills and sharing of good practice.

Teaching is mostly good and has improved since the last inspection. However, on occasion the pace of learning in some lessons slows and some pupils do not make rapid enough progress to catch up in their learning. The curriculum is satisfactory. It promotes pupils' well-being effectively, particularly through personal, social and health education, which has a positive impact on pupils' behaviour and relationships between pupils. A good range of extra activities, including clubs, visits, visitors to school and themed days and weeks, enrich the curriculum well. However, the school has correctly identified that there are not enough opportunities to make learning more purposeful and meaningful for pupils through linking learning across different subjects, using basic skills across the curriculum or providing experiences which broaden pupils' horizons beyond the school and local community.

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Since the previous inspection, many aspects of the school's work have improved, including teaching, which has led to accelerated and improved progress and achievement, and the school's overall effectiveness has moved from satisfactory to good. This track record shows that the school has good capacity to sustain further improvement, building on the vision and ambition of the headteacher, who is supported well by senior staff and middle managers. Staff are committed to maintaining high expectations and ensuring that every child reaches their potential. The school has a clear and accurate picture of its strengths and areas for further development. Self-evaluation is robust and is effectively used to plan for the future and to deploy resources and staff.

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

- Raise attainment in English and mathematics by:
  - improving the pace of learning in the lessons where teaching remains satisfactory to ensure that all teaching matches the best seen and all pupils make rapid progress.
- Strengthen the curriculum by:
  - ensuring that there are more opportunities for subjects to be linked so that learning is purposeful and meaningful for pupils and so that they can apply their reading, writing, mathematical and information and communication technology skills across the curriculum.
  - providing experiences which broaden pupils' horizons beyond the school and local community and develop their awareness and understanding of different cultures and faiths.

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

**2**

Children start school with levels of attainment that are well below those expected for their ages and make good progress as they move through the school. The quality of learning and progress for pupils with special educational needs and/or disabilities is also good because effective systems are in place to identify individual needs; they are supported well on a one-to-one basis or in small groups, often by skilled, well-trained teaching assistants. Pupils' enjoyment, positive attitudes and determination to succeed, even when they find learning challenging, make an important contribution to their good achievement. Pupils in Years 5 and 6 for example, made good progress in English lessons writing instructions for a character in texts they were reading. They used subordinate clauses, imperative forms of verbs, time connectives and semi-colons effectively to improve the level of information and to further enhance their writing. The opportunity to evaluate their success and how they could improve gave them a sense of responsibility for their own learning. In another lesson seen, pupils in Year 5 worked well together to produce line graphs and bar charts to record information they had gathered. They clearly understood the

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purpose of their learning and developed good mathematical understanding. On a few occasions, however, the pace of learning is too slow and, as a result, some pupils do not make the progress of which they are capable.

Pupils are proud of the school, enjoy their responsibilities and make a good contribution to the smooth running of the day, for example selling fruit and vegetables at playtime. The school council is pleased with its work to improve the playground and playground equipment for all the pupils. Pupils take part in fund-raising events for a range of causes and charities. They particularly enjoy enterprise week when each class is given a small budget to kick-start their fund-raising projects. Pupils are involved in a range of activities in the local community including celebrating the Olympics with local schools and aspiring to the Olympic ideals. They have a good understanding of how to stay fit and healthy as reflected in the Healthy Schools status and Activemark award. Pupils’ spiritual, moral and social development is good but their awareness of other cultures within the United Kingdom is limited. Their satisfactory basic skills and their good personal skills prepare them adequately 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>2</b> |
| Taking into account:  |          |
| Pupils’ attainment <sup>1</sup>   | 3        |
| The quality of pupils’ learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils’ behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:  |          |
| Pupils’ attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils’ spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

Teachers and teaching assistants have good relationships with pupils and strong teamwork promotes the good care, guidance and support offered to pupils and their families. One parent wrote, ‘My child is very happy and comes out smiling and

<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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laughing every day. The teachers are very kind and caring and make time to listen to any needs or concerns'. Behaviour is well managed through a system of rewards and some sanctions that the pupils understand and respect. There are good links with other agencies and well-targeted support ensures that all pupils integrate well and make good progress relative to their starting points. Transition procedures into the school, through the key stages, and on into high schools are effective. Arrangements for monitoring and promoting attendance are good and pupils are motivated to achieve rewards, for example, the class certificate for 'awesome attendance'. The well-attended breakfast club is welcomed by parents and carers, provides a good start to the day for pupils and has helped to improve attendance.

Teaching mostly engages and motivates pupils well. There is a good pace to learning in most lessons although there is some inconsistency across the school. Good use of assessment information ensures that work is well tailored to individual needs and targets for improvement are used effectively. Good marking and feedback and skilled questioning by teachers mean that pupils are aware of how to improve their work. Teaching assistants are well briefed and involved in lessons and make a good contribution to learning.

The curriculum is effectively modified to include a wide range of additional support to ensure that the learning needs of all groups of pupils are met well. This includes provision for those who find learning difficult or have complex special educational needs and/or disabilities, as well as those who are more able. Pupils are motivated and engaged by 'Wow' days at the start of topics which engage their interest and curiosity. There are some examples of good links between subjects which enhance learning well, but this is not consistent in curriculum planning across the whole 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>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## **How effective are leadership and management?**

The headteacher, senior leaders and managers and the governing body all share a vision and have the drive and ambition to provide the best possible education for pupils. The inclusive ethos of the school and its clear, detailed policies ensure that all pupils have equal opportunities to learn and develop without fear of discrimination. As a result all groups achieve well. All staff effectively implement safeguarding procedures, which meet all requirements. These procedures are implemented across

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all aspects of the school’s work and provide pupils with a good understanding of how to keep themselves safe. Pupils are well supervised in the playground. The quality of teaching and learning is monitored through formal observation, pupil progress meetings and regular checks on pupils’ work, and where weaknesses are observed, effective support is provided. Governors have a clear view of the school’s strengths and weaknesses and hold leaders and managers to account effectively. They meet all the required statutory responsibilities. Good partnerships with local schools and organisations are well established, help to enrich the curriculum and contribute well to pupils’ well-being and learning opportunities, for example in mathematics and French. The school engages well with parents and carers and there are strong links with the local community. The promotion of community cohesion is satisfactory. Leaders are aware of the context of their own community and the school has links with a school in India although this work is at an early stage of development. The headteacher’s good leadership inspires and motivates staff and promotes a strong sense of shared responsibility and commitment among senior staff who all make a good contribution to school improvement. Subject leaders are not only knowledgeable in their subject areas but provide good guidance and support to colleagues.

*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>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## **Early Years Foundation Stage**

Children get a good start to school in the Nursery and Reception classes. They clearly enjoy learning, settle well and are happy. They start school with skills well below levels expected for their age. They gain in confidence and improve their social and personal development during their time in the Nursery so that the gap begins to close. When they join the Reception classes they are still below expected levels



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especially in their spoken language but they are able to build on the good start made in the Nursery to make good progress. By the end of the Reception Year they have achieved levels expected for their age and are ready to make a good start in Year 1.

Good attention is paid to children’s welfare, and positive, trusting relationships between staff and children ensure that children feel safe and secure at all times. Good teaching and excellent and consistent adult involvement in play to support learning ensure that children’s needs are met well. For example the good interaction between adults and children in the ‘firework factory’ role play area had a good impact on improving language skills and writing and understanding of number. Children learn in a bright, attractive and stimulating environment and have a good balance of activities directed by adults and those where they can make their own choices, which supports their growing independence. Assessment is thorough and used well to plan for the next steps in learning. Sometimes opportunities are missed to further develop children’s physical development through using large apparatus and more outdoor play as the Reception children have only restricted access to a covered outdoor area. The Early Years Foundation Stage is well led. Adults work well as a team and create a positive learning environment for children. There are very effective induction procedures enabling good initial and ongoing links with parents and carers, especially at the start of the day and through link books.

*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

A larger than average proportion of parents and carers responded to the questionnaire. Almost all of these agreed that their children enjoy school, that the school keeps them safe and healthy, and that teaching is good. The very large majority responded positively to all other aspects of the school’s work and inspection findings support these positive views. The main concern from a very small minority was about how well the school deals with unacceptable behaviour. Inspectors found that behaviour is good and that the school deals well with any inconsiderate behaviour should it arise.

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

Ofsted invited all the registered parents and carers of pupils registered at Queenborough School and Nursery 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 164 completed questionnaires by the end of the on-site inspection. In total, there are 394 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 98             | 60 | 62    | 38 | 1        | 1  | 3                 | 2 |
| The school keeps my child safe  | 95             | 58 | 65    | 40 | 1        | 1  | 2                 | 1 |
| The school informs me about my child’s progress   | 78             | 48 | 77    | 47 | 8        | 5  | 1                 | 1 |
| My child is making enough progress at this school   | 84             | 51 | 68    | 41 | 6        | 4  | 3                 | 2 |
| The teaching is good at this school   | 99             | 60 | 63    | 38 | 1        | 1  | 1                 | 1 |
| The school helps me to support my child’s learning  | 84             | 51 | 71    | 43 | 4        | 2  | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 64             | 39 | 96    | 59 | 3        | 2  | 1                 | 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             | 43 | 78    | 48 | 5        | 3  | 1                 | 1 |
| The school meets my child’s particular needs  | 73             | 45 | 81    | 49 | 6        | 4  | 3                 | 2 |
| The school deals effectively with unacceptable behaviour  | 69             | 42 | 62    | 38 | 19       | 12 | 8                 | 5 |
| The school takes account of my suggestions and concerns   | 60             | 37 | 85    | 52 | 7        | 4  | 3                 | 2 |
| The school is led and managed effectively   | 72             | 44 | 74    | 45 | 8        | 5  | 2                 | 1 |
| Overall, I am happy with my child’s experience at this school   | 95             | 58 | 63    | 38 | 1        | 1  | 4                 | 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

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

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

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

## Common terminology used by inspectors

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

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



14 November 2011

Dear Pupils

### **Inspection of Queenborough School and Nursery, Queenborough ME11 5DF**

Thank you very much for the welcome you gave us when we visited your school and for talking to us about your work. You are very polite and friendly and we appreciated the way you helped us find out about your school. You are right to enjoy coming to Queenborough because it is a good school.

These are some of the things that really stood out.

- Your teachers teach you well. You work hard and make good progress so that by the time you leave, your skills in English and mathematics are average.
- Everybody in your school looks after you very well because they provide you with good care, guidance and support.
- We were very impressed by how well you get on with each other in lessons and in the playground. You behave well and you care about each other.
- Your headteacher does a good job in running the school and she is helped well by all the other teachers with special responsibilities.

These are the things we have asked your school to do to get even better.

- To raise attainment in English and mathematics we want your teachers to make sure that teaching is always as good as in the best lessons seen, by encouraging you to learn new things quickly so you can make faster progress.
- Provide you with more opportunities to learn by linking different subjects so that you can use your reading, writing, mathematics and information and communication technology skills in lots of different ways. We also want your school to give you experiences so that you can learn and understand more about different cultures in the United Kingdom.

You can help the school get even better by continuing to work hard and doing your best.

Yours sincerely  
Margaret Coussins  
Lead inspector

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