

Lansdowne Infants' School

Inspection report

Unique Reference Number	124039
Local Authority	Staffordshire
Inspection number	380780
Inspection dates	6–7 December 2011
Reporting inspector	Charalambos Loizou HMI

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

Type of school	Infant
School category	Foundation
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Jude Lloyd
Headteacher	Jackie Holmes
Date of previous school inspection	18 September 2008
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Age group	3–7
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 18 lessons and observed eight teachers and some teaching assistants who were teaching at the time of the inspection. Inspectors held meetings with members of the governing body, staff and pupils as well as speaking to some parents and carers. Inspectors observed the school's work and the arrangements to safeguard pupils. They also looked at the school's improvement plans and self-evaluation, as well as assessment data that teachers use to monitor pupils' progress. Questionnaire returns from 97 parents and carers were analysed as well as returns from staff. The views of pupils were considered by inspectors through discussions and observations of them at work and during break times.

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

- Is the teaching consistent enough to ensure that all pupils reach their expected learning targets in reading, writing and mathematics?
- Do teachers manage the curriculum effectively enough and use assessments of pupils' learning to plan work that meets the needs and abilities of all pupils?
- How well do leaders and governors evaluate and monitor the school's work to improve the progress and performance of pupils and staff?

Information about the school

Lansdowne is a smaller than average size infant school with an Early Years Foundation Stage comprising a Nursery class for three-year-olds, who all attend part-time, and two Reception classes for four-year-olds. In addition, there are four single-aged classes for pupils in Years 1 and 2. Pupils come from a range of backgrounds. The two largest groups, accounting for approximately 90% of the school roll, are represented by pupils of Pakistani heritage and those from White British backgrounds. Other pupils come from a range of other minority ethnic backgrounds; including pupils who belong to families from Eastern Europe, the Indian sub-continent or pupils of African-Caribbean heritage. A large proportion of pupils join the school learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is lower than that of most schools. The main areas of additional need include pupils with moderate learning or speech and language difficulties. The school runs a breakfast club each school day for its pupils and their families. The school has achieved the national Active Mark and Healthy Schools status. It is also part of a partnership trust with other schools in the area.

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

1

Main findings

Lansdowne Infants' School provides a good education which is rapidly improving pupils' attainment and enables all groups and individuals to achieve well. Underpinning this success is outstanding leadership at all levels and consistently good teaching which has improved since the school's last inspection. Staff are highly motivated and committed to pupils' learning needs and well-being. Parents and carers are overwhelmingly pleased with what the school provides. The majority of questionnaires and those spoken to rightly agree that this is an exceptionally caring school where pupils do their best in a very safe, secure and stimulating environment. Staff are very skilled at dealing with challenges, particularly those concerning pupils and families whose circumstances cause them to be vulnerable, and ensure that pupils attend school regularly, behave well and are ready to learn and do well. Consequently, attendance rates are above the national average and pupils make consistently good progress in relation to their low starting points, including those with special educational needs and/or disabilities and pupils in the early stages of learning English.

Pupils' attainment is in line with the national average in reading and mathematics and although just below average in writing, it is improving well. Pupils' work shows that they make good gains in their learning but do not always have enough time in lessons to edit and correct their writing. This leads to inconsistencies in the way pupils form their letters, or how they structure and punctuate sentences, and some make repeated spelling errors. Teachers have improved the accuracy of their assessments but their marking does not always refer pupils to specific targets, particularly in writing, to help them understand what to do next to reach higher levels. The highly skilled teaching of phonics (sounds that letters make) results in pupils making exceptional rates of progress in reading, and the school's focus on raising attainment in mathematics is rapidly improving pupils' acquisition of calculation skills. The most effective and outstanding teaching observed, in about one in five lessons, is more intuitive in adapting tasks to extend learning for pupils of all abilities. The vast majority of teaching is at least good and, in all classes, teachers plan stimulating, practical and engaging lessons. They use assessment well to aid their planning but in some lessons do not always adapt the work planned to extend or challenge those of average or higher ability. An increasing proportion of pupils are reaching or exceeding the levels expected for their age in English and mathematics. Teachers check assessments of the progress and performance of pupils, but these are not regular or systematic enough, resulting in a few pupils just falling short of their expected targets.

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In the Early Years Foundation Stage, children consistently learn well and staff have improved the way they assess children in the Nursery. In addition, there is more good and outstanding practice in both the Nursery and Reception classes, which are significant improvements since the school's last inspection. More accurate evaluations of Nursery and Reception children's learning enable the staff to predict with increasing precision the English and mathematics targets for children to work towards in Key Stage 1 but these are not always ambitious enough for some children.

The teaching has improved exceptionally well since the school's last inspection, reflecting the success of the leadership team and governing body in recruiting, training and supporting the staff team. Attainment is improving rapidly as a result of determined and highly focused leadership, the outstanding partnerships with other schools in the local trust, and through the successful engagement with parents, carers and local community served by the school. The school demonstrates outstanding capacity to sustain improvements, good value for money, and is building on the secure foundations of sustained improvement to teaching and pupils' learning.

What does the school need to do to improve further?

- Raise attainment further and accelerate pupils' progress in writing by:
 - providing more opportunities for them to improve the accuracy of their spelling, punctuation and sentence structure
 - providing clear writing targets that help pupils to understand each stage of their learning to reach higher levels.

- Build on the improvements to pupils' learning and progress in reading and mathematics to sustain the rise in attainment by:
 - ensuring that teachers always plan tasks in lessons that are closely matched to pupils' abilities
 - using early assessments of children's attainment in literacy and mathematics in the Early Years Foundation Stage to identify ambitious targets for them to achieve by the end of Year 1 and Year 2
 - assessing pupils' progress more often to ensure that they all reach their learning targets
 - ensuring that teachers' marking always provides clear points for improvement and the next steps in pupils' learning.

Outcomes for individuals and groups of pupils

2

In all classes, pupils achieve well to reach broadly average standards in reading and mathematics by the end of Year 2. In writing, attainment is rising and is just below average. Although pupils' progress accelerates in reading, the pace of improvement in writing is slower because of inconsistencies in the form and structure of pupils' independent writing. Current assessments show that Year 2 pupils are very likely to

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reach above average standards in reading in 2012 because there has been a significant improvement to the proportion reaching and exceeding the levels expected compared with previous years. Attainment in mathematics is also improving rapidly, as current Year 1 and Year 2 pupils are on course to reach much higher standards in mathematics compared with the last two years. Pupils develop a good range of core skills, including information and communication technology (ICT), that prepare them well for the next stage of their education.

Pupils enjoy school and are well behaved. They benefit from the good opportunities they have in lessons to work independently, share ideas, or reflect on and assess their own learning. On a very few occasions in lessons, some pupils find it difficult to persevere with tasks and their concentration wanes when not challenged sufficiently, so their learning slows. Pupils feel very safe and many have stated that they trust that adults will deal effectively with any rare incidents of bullying. They have an excellent understanding of how to eat healthily. All pupils benefit from the outstanding opportunities they have to participate in physical activities, such as the skipping world record, as well as gymnastics and dance lessons. They improve their coordination skills through sport and active games in the much improved outdoor areas. Pupils know that their efforts are valued and rewarded through enjoyable celebration assemblies and the daily visits to the headteacher to receive achievement and 'good work stickers'. School councillors are mature and take their responsibilities seriously when organising fund raising or representing the views of others. Pupils have good opportunities to contribute to their local community, including, for example, through the good links established with local sports clubs and working with members of the community like the 'Kingfisher Project' aimed at improving the local environment. Well-devised and thoughtful assemblies and visits to the local church contribute well to pupils' spiritual and personal development. The pupils have a good sense of their own community and, through projects and themed events, are knowledgeable about the ethnic, religious and cultural diversity in their local area and in the wider community.

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	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2

¹ 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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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

How effective is the provision?

The most effective teaching is ambitious, adaptable and responsive to individual pupils and groups because the work provided is more closely matched to pupils' abilities. In nearly all the lessons observed, the teaching was at least good and provided tasks pitched at different levels, but some lessons did not refine work more specifically to pupils' abilities to extend their learning further. Teachers provide good opportunities for pupils to write at length which improves pupils' confidence when writing independently, although some lessons do not provide enough time for pupils to correct or improve the accuracy of their writing. In mathematics, pupils investigate numbers and apply calculations well. In an outstanding mathematics lesson observed for Year 2 pupils, all were provided with challenging and thought-provoking tasks, as well as time to learn through trial and error, so they could apply their knowledge of multiples to test their understanding of number patterns. Teachers collate assessment data to check if pupils are on course to reach their attainment targets. However, this is not being done regularly enough to intervene sooner if pupils are falling short.

Pupils with special educational needs and/or disabilities are supported well by a skilled team of teaching assistants who provide the necessary care and encouragement in lessons or more specialised and focused support when pupils are taught in small groups. This is particularly successful during phonics sessions which accounts for the rapid improvements to pupils' attainment in reading. Pupils in the very early stages of learning to speak English as an additional language benefit enormously from the added stimulus of bi-lingual support when skilled staff are used to translate stories and communicate in English, Urdu and Panjabi.

The curriculum includes stimulating topics for pupils to study that draw together a range of subjects, including very good opportunities for them to use computers and other ICT resources. Topics incorporate a good range of visits to places of interest or activities that will help the pupils to care for the local environment, such as the work done in the well-resourced raised gardens where pupils grow flowers, plants and vegetables.

The pupils' enthusiasm for all that their teachers and support staff offer is as a result of strong pastoral care and support. One parent expressed the views of most when stating, 'The headteacher and staff are always helpful and you know that they really care about our children.' The staff are diligent and effective in their efforts to improve attendance through their trusting and highly effective partnerships with parents and excellent links with outside agencies and welfare services. The breakfast club, as well as the highly specialised family liaison work and nurture sessions for the

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most vulnerable pupils, make an excellent contribution to pupils' personal development and welfare.

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?

The school's sustained good performance is due largely to the success of its leadership in embedding ambition at all levels and driving improvement. The strong partnerships formed with other schools in its trust means that the school is continually striving to be innovative as it explores different ways to sustain the rise in pupils' attainment, shares best practice and looks to continue increasing the proportion of outstanding teaching. Staff morale is high and the headteacher promotes collective responsibility and shared ownership for the achievement and welfare of pupils. There is a systematic process of audit and review undertaken by governors and the three curriculum management groups, which involve all teachers and support staff. Senior and middle leaders consistently communicate high expectations. The school has accurately assessed its performance, and provides an honest and realistic evaluation of the priorities set for sustained improvement to pupils' attainment and the teaching. This level of scrutiny, monitoring and evaluation is embedded in all aspects of the school's work and reflects the high expectations the staff set for themselves. Staff have very well defined responsibilities that have been introduced by the headteacher and governing body to broaden the scope and impact of management on classroom practice. The governing body is committed and supportive and uses the information and reports from staff to pose questions and challenge the school, and is fully involved in self-evaluation at the same strategic level as the staff.

The school is successful in creating a cohesive community and pupils are encouraged to develop a wider understanding of different communities beyond the immediate locality. There is a very strong commitment to equality of opportunity for all, and intolerance of discrimination. This also reflects very well on the school's excellent engagement with its pupils and families to increase opportunities for the local community to benefit from the school's provision through regular workshops, training and information for parents and carers. The staff are increasingly assessing the performance of pupils from different groups, including those learning English as an additional language, and those whose circumstances make them potentially vulnerable, which is having a very positive impact on adapting the teaching and support required to meet their specific learning and welfare needs. At the time of the

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inspection, all safeguarding requirements were met with thorough arrangements in place to ensure that only suitable adults come into contact with pupils. The school undertakes robust risk assessments and safety checks of resources, facilities and school activities.

These are the grades for leadership and management

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

Early Years Foundation Stage

The large majority of children join the Early Years Foundation Stage with skills and abilities in speech, language, communication and mathematics that are well below those expected for their age. Children in the Nursery and Reception classes make good progress so that attainment is just below that expected of five-year-olds in all areas of learning by the time they start Year 1. The 'tiny talkers' sessions for Nursery children with speech, language and social difficulties are outstanding and enable the children to grow in confidence and improve their communication skills. Nursery and Reception children make good progress linking letters and sounds to words through songs, nursery rhymes and story books, although some children could be given more challenging reading and writing in one of the Reception classes. The staff are skilled at making learning fun, for example, Nursery children learned the names and roles of characters in the Nativity story because the teaching was highly effective and used stimulating visual prompts and models to include all the children. This was particularly successful for children learning English as an additional language as the story was also being translated in their home languages.

Both Nursery and Reception children improve their independence when choosing activities for themselves, although some boys find it difficult to sustain their concentration when choosing independently. Assessments are carried out with good records kept of children's progress, and include particularly effective records of the

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children’s ‘learning journeys’ which are shared with parents and carers.

Children throughout the Early Years Foundation Stage explore and develop their physical and creative skills using different textures, for example, when colour mixing, drawing and painting or using coloured and crushed ice to create winter effects or to sculpt shapes. Children benefit from working in the well-resourced outdoor and indoor areas safely and productively. The Early Years Foundation Stage is well led and managed. The staff work cooperatively ensuring that there is a smooth transition into Year 1 and have started to adapt their assessments to improve and make more accurate predictions of children’s learning targets as they progress through Key Stage 1. All staff are very committed to their role in supporting and managing children’s care and welfare and this is an outstanding feature of the support provided in both settings. The additional benefit of the school’s nurture and family liaison work optimises opportunities for the school to engage parents and carers.

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

Views of parents and carers

The proportion of parents and carers responding to the inspection questionnaires was above the national average. The vast majority who returned questionnaires, as well as those spoken to by inspectors, believe that their children are safe and that this is a caring and supportive school. Some parents and carers would like more notice of school activities and events, although the inspection found that the school provides a wealth of information, bulletins and regular updates. Many parents and carers paid tribute to the efforts of the staff and are very pleased with their children’s progress in school, which reflect the school’s outstanding engagement with parents, carers and local community.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lansdowne Infants' 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	74	24	25	1	1	0	0
The school keeps my child safe	74	76	21	22	1	1	1	1
The school informs me about my child’s progress	66	68	28	29	3	3	0	0
My child is making enough progress at this school	62	64	33	34	1	1	0	0
The teaching is good at this school	70	72	26	27	0	0	0	0
The school helps me to support my child’s learning	65	67	28	29	1	1	0	0
The school helps my child to have a healthy lifestyle	64	66	31	32	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	59	33	34	2	2	0	0
The school meets my child’s particular needs	60	62	32	33	1	1	0	0
The school deals effectively with unacceptable behaviour	62	64	31	32	2	2	0	0
The school takes account of my suggestions and concerns	54	56	39	40	2	2	0	0
The school is led and managed effectively	64	66	29	30	3	3	0	0
Overall, I am happy with my child’s experience at this school	69	71	27	28	0	0	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	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).

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.



8 December 2011

Dear Pupils

Inspection of Lansdowne Infants' School, Burton-on-Trent, DE14 2RE

You are all so happy and welcoming. The inspectors really enjoyed talking to many of you. Your school has improved very well and gives you a good education. We were pleased with your good behaviour. Your work, like the lovely artwork, models and displays show how well you are learning and what a lovely school you work in. You are all doing well in lessons and are getting better at reading, writing and mathematics. The children in the Nursery and Reception classes are also doing well and all your teachers and the adults who support you really care for you very well. Many of you have told us that your work is fun and that you like going on special visits, as well as doing things like football, dance, art and sports. I saw the Reception children playing football during the inspection and they were really good at shooting; well done! The headteacher, her staff and governors are very good at making your school even better.

The inspectors have asked your school to now look at ways of making you learn even better and to carry on improving. These are the main things we have asked your headteacher, staff and governors to do.

- Your writing is improving well but some of you could be doing better, so we have asked your teachers to give you more time in lessons to check your writing and give you targets to aim for.
- We have also asked your teachers to make sure that all your work in lessons is not too easy or too hard, but just right for all of you. The inspectors also think that teachers can use their marking better to show you the next steps to help you make your work better. We would also like them to keep checking how well you are doing more often to make sure that you all reach your targets.

You can all help too by carrying on trying hard, especially with your writing, and keep up your good attendance. I wish you, your parents and carers, staff and governors the very best.

Yours sincerely

Charalambos Loizou
Her Majesty's Inspector

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