

# Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	106728
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	356010
<b>Inspection dates</b>	13–14 January 2011
<b>Reporting inspector</b>	Liam Trippier

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>	374
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Pynegar
<b>Headteacher</b>	Mrs Wendy Adamson
<b>Date of previous school inspection</b>	7 July 2008
<b>School address</b>	Monmouth Road Doncaster South Yorkshire DN2 4JP
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<b>Email address</b>	head@park.doncaster.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 17 lessons, observed 18 teachers and held meetings with members of the governing body, staff, groups of pupils and nine parents. They observed the school's work, looked at a range of documentation including school policies and self-evaluation, and they scrutinised pupils' work. Questionnaires completed by 46 pupils, eight staff and 98 parents and carers were received and their content was considered.

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

- the quality of teaching and the curriculum and their impact on pupils' learning and attainment, particularly in English and mathematics in Key Stage 2
- the effectiveness of leadership and management in addressing the issues from the last inspection, improving outcomes for pupils and the accuracy of its self- evaluation
- the school's judgement that the Early Years Foundation Stage is good
- the school's view that there are strengths in its care, guidance and support that are having a positive impact on pupils' personal development, such as their behaviour and attendance.

## Information about the school

This school is larger than the average primary school. The proportion of pupils from minority ethnic backgrounds and who speak English as an additional language is above average. The majority of these pupils are at the early stages of learning English. The proportion of pupils that start or leave the school during term time and during a key stage is above average. A high percentage of pupils are known to be eligible for free school meals. A higher than average proportion of pupils has special educational needs and/or disabilities. The school has achieved Financial Management in Schools accreditation.

There is additional Early Years Foundation Stage and childcare provision on the school site provided by 'Little Einstein's Day Nursery'. A separate report on this provision can be found on the Ofsted website at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**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?**

**4**

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

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and progress in English and mathematics.

Park Primary provides good quality care, guidance and support which contribute successfully to pupils' enjoyment of school. Most pupils behave well and feel safe. Parents and carers speak highly of this aspect of the school's provision and appreciate the hard work of the staff. A typical view is, 'The school has strongly helped my child and the teachers are very helpful and approachable.'

However, too many pupils, including those with special educational needs and/or disabilities, make inadequate progress over time. Children get off to a good start in the Early Years Foundation Stage. Most children enter the Nursery with skills and knowledge which are well below those found typically for their age. They make good progress in the Nursery and Reception classes because of good quality teaching. As a result, many enter Year 1 with broadly average skills, although there are wide variations from year-to-year. However, this rate of progress is not maintained across Key Stages 1 and 2. At the end of Key Stage 2 in 2010, pupils' attainment was low in English and mathematics, continuing a downward trend over the last few years. Attainment in English was particularly weak. However, the attainment of the very few pupils in the year who speak English as an additional language was above average. Evidence from lesson observations, pupils' workbooks and school data confirms that attainment is low across Key Stages 1 and 2.

However, as a consequence of actions taken by school leaders, there is evidence of improvement. A strong focus on improving teaching has resulted in this being satisfactory overall with some that is good. Recent improvements to lesson planning and effective use of assessment information are helping to raise pupils' achievement in lessons. In Key Stage 1, for example, an intensive mathematics teaching programme is proving to be very effective in raising attainment for a targeted group of pupils. Nonetheless, although improving, there is not enough good teaching to help pupils overcome gaps in their learning and raise their attainment quickly enough. The satisfactory curriculum contributes well to emerging improvements in pupils' achievement and provides some memorable and interesting experiences that pupils enjoy. However, the themes and topics taught are not always used effectively by all teachers to promote the development of pupils' literacy, numeracy, and information and communication technology (ICT) skills in other subjects.

The headteacher and other senior and middle leaders have a clear picture of the school's strengths and weaknesses through accurate self-evaluation. They are focusing on appropriate priorities to raise attainment with greatest emphasis on , increasing rates of

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pupil progress and improving the quality of teaching. Governors are pro-active and challenge leaders effectively to improve the provision. The school responds positively to external evaluations by the local authority and makes swift and effective changes. A strong emphasis on good attendance is leading to small improvements. However, overall rates of attendance remain low due to a minority of pupils who do not attend school as regularly as they should.

The evidence of improvement in the quality of teaching and in pupils' learning and progress demonstrates that the school has satisfactory capacity to improve further.

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

- Raise attainment and improve rates of progress in English and mathematics by:
  - increasing the proportion of pupils who make at least expected rates of progress across Key Stages 1 and 2
  - increasing the proportion of pupils who meet or exceed the expected levels of attainment for their age
  - ensuring that these priorities are a key expectation of all teachers as part of their shared accountability for raising attainment.
- Improve the quality of teaching, ensuring more is of a consistently good standard by:
  - providing pupils with opportunities for speaking and listening and to be
- more actively involved in lessons
  - ensuring a brisk pace in all lessons
  - developing pupils' independence in their learning
  - ensuring that teachers' marking is more effective in guiding pupils to improve their work
  - matching lesson activities more accurately to the needs of all pupils to support and challenge their learning.
- Raise attendance so that it is at least in line with the national average.

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

**4**

Pupils' achievement is inadequate overall but it is improving. The quality of pupils' learning, observed by inspectors in most lessons during the inspection, was satisfactory. However, it is not improving quickly enough to enable pupils to close the gaps in their learning so they can attain as well as they should by the time they leave the school at the end of Year 6. In the best lessons, pupils enjoy their learning through well-organised and interesting tasks. For example, in a lesson about Space, pupils were given access to a mobile planetarium. They were highly motivated to research effectively from a wide range of sources, including the internet. Pupils enjoyed talking to each other about their work and presented their findings successfully to their peers, demonstrating a good understanding of different planets. In the majority of lessons seen, pupils made satisfactory progress. Pupils try hard and follow the teachers' directions but they do not have enough opportunities to talk about their work and many do not take a sufficiently

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active part in lessons. Those with special educational needs and/or disabilities make similarly inadequate progress overall although there are signs of improvement here also, particularly in mathematics, where pupils benefit from effective small group and individual work with skilled support and intervention.

Attendance rates are low, despite some modest improvements. Most pupils are cooperative and nearly all behave well in and around school. In some lessons, the behaviour of a few pupils deteriorates when they are not fully involved in their learning and when the pace of the lesson slows. Pupils say they feel safe in school and know that any concerns they have will be dealt with properly by staff. Older pupils enjoy their roles at lunchtime as servers for the younger pupils and take their responsibilities seriously. They contribute increasingly to making decisions in school as members of the school council. They have recently helped to make decisions on the purchase of new equipment for use in physical education lessons and the outdoors. Pupils throughout the school are actively involved in raising money for charity such as through Comic Relief and they have recently sent packages to soldiers from the local area who are serving in Afghanistan.

Pupils understand the need for a healthy diet and increasing numbers are having school lunches where they can make healthy choices from the range of options provided. Growing numbers of pupils participate in extra-curricular sporting activities due to concerted efforts by the school to promote exercise. Pupils' spiritual, moral, social and cultural development is satisfactory and expectations of these aspects of pupils' learning are high. Pupils know the difference between right and wrong and demonstrate good manners. They respond well to different artistic and cultural opportunities and demonstrate respect for each other. School leaders recognise that pupils' understanding of a wide range of cultures and faiths requires further development.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

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

## How effective is the provision?

The quality of teaching is satisfactory. Recent improvements are starting to bear fruit with pupils making better progress. The most effective teaching is characterised by teachers' good subject knowledge, activities designed to involve and enthuse pupils and tasks that accurately meet their needs. For example, in one class, pupils who speak English as an additional language learn to count in Polish as well as English to improve their understanding. However, these characteristics are not evident in all lessons. Too often, pupils have insufficient opportunities to talk about their learning or take an active part in lessons. The pace of these lessons is sometimes not brisk enough and this can lead to pupils becoming bored and in a few cases this results in low-level disruptive behaviour. While teachers are making better use of assessment information to identify pupils' learning requirements, the work provided does not always accurately meet their needs well enough.

Teachers' marking in pupils' workbooks is usually positive and done regularly. However, marking does not routinely provide pupils with clear guidance on how to improve their work. All pupils have individual target books to provide them with the next steps in their learning in English and mathematics. In the best lessons, they are used effectively to provide guidance to pupils on how to improve their work but this approach is not consistent throughout the school.

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The curriculum is broad and balanced and has benefitted from improvements made to meet pupils' needs and interests more accurately. Enrichment opportunities are varied and the take-up of these by different groups of pupils across the school is good. There is adequate emphasis on developing skills in English and mathematics. However, opportunities for pupils to apply their basic skills across the curriculum are not provided consistently in all classes.

The school takes good care of its pupils and supports them well. This is reflected in pupils' satisfactory but quickly improving personal development outcomes. Significant efforts have been made to promote better attendance and this has had a positive impact on the attendance of some individual pupils. Pupils who start at the school during the term are supported effectively to settle in quickly and soon feel part of the school community. Those identified by the school as potentially vulnerable are supported well and the school works effectively with a wide range of educational and welfare agencies to support their development. Pupils are prepared for the next stages of their education through effective transition arrangements. The school has made strong links with the local secondary school to further improve transition at the end of Key Stage 2. The movement of pupils into Year 1 is particularly well handled with pupils' learning needs supported effectively. Recent developments in the provision for pupils with special educational needs and/or disabilities are starting to show signs of impact in improving their rates of progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?

Inspection evidence demonstrates that senior leaders have satisfactory capacity to improve the school further. The school improvement plan identifies appropriate key priorities and shows that leaders are taking effective steps to bring about improvements in teaching and to raise pupils' attainment. Leaders and managers know the main strengths and weaknesses in their areas of responsibility well and school self-evaluation is accurate. The use of assessment data and information held about different groups of pupils on the school's tracking system is improving. Pupils' progress is monitored closely but this information is not used effectively by all staff when planning learning. However, due to good quality training, and under the clear direction of the headteacher, there is firm evidence that the underlying trend is one of improvement.

The school promotes equality of opportunity satisfactorily and has effective procedures for tackling discrimination. Recent programmes to improve achievement for specifically identified groups, such as those with special educational needs and/or disabilities, have started to have a positive impact upon their learning and well-being. Work to promote



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community cohesion is satisfactory with a clear plan and policy in place. Inspectors observed pupils from different backgrounds getting along well with each other. Safeguarding arrangements are satisfactory and meet requirements.

The governing body is increasingly rigorous in holding the school to account. Statutory responsibilities are discharged effectively and the governing body is well organised, visible and active within the school. Members of the governing body know the school's strengths and areas in need of development. Partnerships with a range of welfare agencies make a strong contribution to the well-being of pupils. The school's up-to-date website and new texting service provide timely and relevant information to parents and carers. The three parents' evenings held each year and regular letters sent home also give important information about pupils' progress and well-being. However, pupils' annual reports are too lengthy and provide only limited guidance to parents and carers about clear ways in which to help their children at home.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>4</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with personal skills, attributes and abilities which are well below those typically expected for children of this age. Due to accurate assessment and planning procedures, appropriate emphasis is placed on developing pupils' personal and social development and their communication skills. Relationships are positive and children appear happy and confident, expressing great interest in the good quality adult-led activities to take into their own play experiences. For example, a suitcase containing several objects used in a number activity by the teacher was seen the following day being used independently by children to practise their counting. Children behave safely and know the importance of taking turns when playing with their peers.

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The indoor learning environment is of high quality with opportunities for play across a wide range of activities. Senior leaders are aware that the outdoor environment does not match the quality of that indoors but overall the learning environment promotes good outcomes for children. The good leadership of the Early Years Foundation Stage has been maintained during leadership changes since the last inspection and has coped effectively in meeting the challenges presented by the revised Early Years Foundation Stage requirements.

*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

The very large majority of parents and carers who made their views known to inspectors in the questionnaire are happy with their children's experience at the school. Any concerns raised from the questionnaires were taken into consideration during the inspection. A few parents and carers raised concerns about the way the school deals with unacceptable behaviour and feel that the school does not take account of their suggestions or concerns. During the inspection inspectors found that pupils' behaviour is managed effectively. Pupils' behaviour is satisfactory overall but on rare occasions it deteriorates, when they are not fully engaged in lesson activities. The school has ensured that the views of parents and carers are taken into account and channels of communication are open. A small minority of parents do not feel the school helps them to support their child's learning. Inspectors found that annual reports do not provide parents and carers with sufficient guidance to help them support their children at home but that other communications from the school do provide clear advice and guidance.

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

Ofsted invited all the registered parents and carers of pupils registered at Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 98 completed questionnaires by the end of the on-site inspection. In total, there are 374 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	53	43	44	3	3	0	0
The school keeps my child safe	46	47	44	45	7	7	1	1
My school informs me about my child's progress	33	34	59	60	6	6	0	0
My child is making enough progress at this school	36	37	56	57	6	6	0	0
The teaching is good at this school	37	38	56	57	1	1	0	0
The school helps me to support my child's learning	31	32	57	58	9	9	0	0
The school helps my child to have a healthy lifestyle	33	34	59	60	6	6	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)	35	36	58	59	3	3	0	0
The school meets my child's particular needs	34	35	57	58	4	4	0	0
The school deals effectively with unacceptable behaviour	26	27	51	52	14	14	3	3
The school takes account of my suggestions and concerns	29	30	56	57	8	8	2	2
The school is led and managed effectively	30	31	57	58	4	4	2	2
Overall, I am happy with my child's experience at this school	44	45	52	53	2	2	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.**



17 January 2011

Dear Pupils

**Inspection of Park Primary School, Doncaster, DN2 4JP**

Thank you for making the inspectors so welcome when we visited your school recently. The report is now complete and I would like to tell you what it contains.

Here are some of the best things we found about your school.

- The staff take good care of you.
- Most of you behave well and have good manners.
- You feel safe in school.
- You enjoy the different visits you take part in and the topics taught in school.

We know that your headteacher, the staff and governors all want to make your school better. Some things in school have already improved including the way teachers plan lessons and how they check on your learning. Children in the Nursery and Reception classes enjoy a good start to their education. However, we have given the school a 'notice to improve' because your attainment in English and mathematics is too low and this means that too many of you are not making enough progress. Inspectors will visit the school again to check that progress is being made. These are the things we have asked your headteacher, the governors and the staff to do:

- make sure that teaching is at least good in all your lessons so that you make better progress
- improve your rates of progress in English and mathematics so that more of you reach expected levels of attainment by the end of Year 6
- make sure that all pupils attend school regularly.

I am sure that you can all think of ways in which you can help the staff to make these changes. Our very best wishes for the future.

Yours sincerely

Mr Liam Trippier

Lead inspector

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