

# Frederick Bird Primary School

## Inspection report

---

<b>Unique Reference Number</b>	103695
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	366582
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Mary Davis

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

---

<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>	680
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Greenall
<b>Headteacher</b>	Christine Lockwood
<b>Date of previous school inspection</b>	14 December 2006
<b>School address</b>	Swan Lane Coventry CV2 4QQ
<b>Telephone number</b>	02476 221920
<b>Fax number</b>	02476 228026
<b>Email address</b>	headteacher@frederickbird.coventry.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	15–16 March 2011
<b>Inspection number</b>	366582

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by four additional inspectors. They observed 28 lessons and all 22 teachers. Inspectors held meetings with pupils, members of the governing body, staff and groups of parents. They observed the school's work and looked at policies, development planning, data related to the tracking of pupils' progress, monitoring of teaching and learning, safeguarding (the care and protection of pupils) documents, minutes of the governing body and pupils' work. Thirty two questionnaires from parents and carers were analysed, together with those from pupils and staff.

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

- It explored the learning and progress of groups of pupils in current classes, particularly those of highest ability and investigated whether the gap is closing between performance in different subjects.
- It looked at the effectiveness of leaders at all levels in monitoring and evaluating how well provision is raising levels of attainment.
- It analysed current levels of attendance and the effectiveness of the school's actions to improve on previously low levels of attendance.
- It evaluated how well the school promotes community cohesion and the impact of this on pupils' understanding of children in other contexts.

## Information about the school

Frederick Bird is a larger than average Primary school. Eighty two per cent of pupils are from minority ethnic backgrounds, well above the national average, and the proportion of pupils who speak English as an additional language is also very high, with a significant proportion at an early stage of learning English. Forty four different languages are spoken at the school. The largest ethnic groups are from Bangladeshi and African heritage and a growing number of eastern European pupils have joined the school in recent years, with a significant proportion being of Gypsy Roma heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is over twice the national average. Pupil mobility is very high. Twenty eight per cent of the 2010 Year 6 cohort arrived during Key Stage 2 and a significant proportion of these were unable to speak any English on arrival. A daily breakfast club is provided. The school has Healthy Schools status.

**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

Frederick Bird Primary is an outstanding school. Pupils say that they feel very well cared for and are excited by their learning and the wide array of opportunities that they are offered. 'We are proud to go to Frederick Bird,' is typical of comments pupils made during the inspection. Warm relationships are evident throughout the school and pupils frequently speak about the close, harmonious school community, where the wide diversity of ethnic origin is celebrated. As one pupil commented, 'We are all friends and respect each other's beliefs and backgrounds'. They were also keen to tell inspectors how they welcome new arrivals to the school and make sure that they are quickly included and supported. They are proud of the way in which the school supports pupils who arrive unable to speak English and that language tuition is also provided for their families to aid their integration into the community. This awareness exemplifies their outstanding spiritual, moral, social and cultural development.

The number of new arrivals throughout the school, but particularly in Key Stage 2, has a significant impact on overall attainment. Pupils who have been at the school since Reception attain well, as a result of the outstanding progress they make from a very low starting point, and lesson observations during the inspection indicate that attainment overall is broadly average and that the proportion of higher attaining pupils is increasing. Pupils talk of their behaviour as being 'exceptionally good' and inspectors agree. Behaviour in lessons and around the school is exemplary and pupils who are unhappy or worried are quickly supported by an adult so that they feel safe and well cared for. Pupils have an outstanding understanding of how to stay healthy and talk with pride about the wide range of physical activities they can take part in and 'food dude' where they are challenged to try different fruit and vegetables. Pupils are keen to take responsible roles such as acting as sports leaders, supporting the youngest ones and initiating charity fund raising and say that the school acts on their suggestions for improvement. Most pupils understand the importance of good attendance on their education. There is great competition for the class attendance awards for 100% attendance and pupils are anxious not to let their class down by being absent or arriving late. As a result previously low attendance is improving and the number of persistent absentees is falling. However the school is striving to improve this further by communicating the importance of good attendance to pupils' families.

The quality of teaching is outstanding. Teachers make excellent use of assessment information to plan lessons that are fast paced and include a variety of relevant and exciting tasks that are well matched to individual needs. As a result, pupils are engrossed in their learning and are able to work independently, helping and supporting each other. The curriculum provides a wealth of memorable experiences, is highly relevant to the pupils it supports and has a strong impact on outcomes. They particularly enjoy the choice of activities offered through the 'Frederick Bird University' where they explore new

**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

experiences that promote self-confidence and well-being and raise their aspirations. The care, guidance and support provision is a model of excellent practice. This high quality care is comprehensive, including that for the large numbers of pupils with special educational needs and/or disabilities, those at an early stage of learning English, those for whom circumstances make them vulnerable and for each and every pupil as an individual. The organisation of the school into close-knit year groups, enables pupils to feel part of a small unit within a very large school. They feel well-known and say that whatever their problems, adults will help them straight away and are never too busy to listen to them. The work of learning mentors is key to this quality of care, which also closely involves and supports parents and carers.

The headteacher provides inspirational leadership and is supported by an outstanding leadership team. Management structures are clearly defined to ensure the consistently high quality of care and teaching to meet pupils' considerable needs. Ensuring professional development is a key feature of the school's work and, as a result, all staff are able to gain the appropriate training to develop their practice and all share responsibility for promoting achievement. Leaders' monitoring and evaluation procedures are thorough and lead to well-focused actions. As a result there has been considerable improvement in all aspects of its work since the previous inspection and the school shows an outstanding capacity to maintain and sustain these improvements. For example, there is a continuing drive to ensure that pupils have a good start in the Early Years Foundation Stage. Although the good provision and outstanding care and leadership in this key stage are resulting in good outcomes, leaders have recognised that there are still areas that can be improved to ensure that the effectiveness of this key stage is also outstanding.

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

- Raise attendance levels by continuing to impress on parents the importance of regular and prompt attendance.
- Further raise attainment by:
  - raising the quality of provision in Early Years Foundation Stage to that of the main school.

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

**1**

Children enter the Nursery with attainment levels well below those expected for their age. Most of these children are at an early stage of learning English. During the Early Years Foundation Stage they make good progress and this accelerates during Key Stage 1 as a result of the outstanding quality of teaching. Lesson observations during the inspection indicate that attainment by the end of Key Stage 1, which has been consistently low over the past five years, is rising strongly and is being maintained across the school. The school's thorough and effective progress-tracking shows that all groups of pupils, including new arrivals, are making excellent progress towards their targets and inspection evidence confirmed this. Pupils who arrive at the school unable to speak English and those with special educational needs and/or disabilities make exceptional progress as the result of the wide variety of focused, individually matched support they receive. In all lessons inspectors observed all groups of pupils were thoroughly involved and excited by their learning, from Year 1 learning about multiples through fun games, to older pupils choosing

**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

their own methods of calculation to solve problems. Pupils of all ages are enthusiastic about reading and talk knowledgably about their favourite authors. Younger ones were keen to read out loud to inspectors, to share their enjoyment of the stories they had chosen.

Pupils say that the school keeps them safe and that bullying is very rare and dealt with effectively by adults, but that they often choose to resolve any conflict themselves. Adults manage occasions of over-excitement well and as a result pupils respond quickly to instructions and say that their lessons are rarely disrupted. They follow and understand the 'golden rules' for the ways in which they should behave and relate to others, particularly in being kind to each other. Pupils enjoy the vast range of physical activities provided, often led by specialist teachers and coaches. Gypsy Roma girls enjoy dance lessons before school, promoting their good attendance and punctuality and pupils are proud of the vegetables they have grown for the school kitchen, promoting healthy eating. Pupils are keen to find out about children in other contexts and particularly those with fewer opportunities than themselves and take part enthusiastically in fund raising. For example, all the 'Red Nose Day' activities were organised by girls in Year 6. Partnerships with local business provide opportunities for pupils to have first-hand experience of the world of work and their basic skills in literacy, numeracy and information communication technology, together with their polite and confident inter-personal skills prepare them well for their future economic well-being.

*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	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>2</b>
<b>Pupils' behaviour</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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

**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

## How effective is the provision?

Teachers inspire pupils through excellent subject knowledge and through warm and caring relationships. A pupil commented 'my teacher is an extraordinary maths teacher'. Resources, including the high proportion of adults in the classroom, are used exceptionally well to support and challenge. These adults work together to promote pupils' independent learning. Tasks are well explained, enabling pupils to access them quickly and, because they are so interesting and relevant to their experience, they are engrossed straight away. Teachers use questioning skilfully to evaluate the learning taking place and are quick to adapt their planning to address gaps in understanding. Marking is detailed and of high quality, so that pupils have a clear understanding of how to improve. Frequent 'Wow' statements highlight successes and build confidence.

The exciting curriculum focuses on cross-curricular themes and is broad and balanced, engaging pupils and giving meaning and consistency to their learning. Pupils speak enthusiastically about the range of visits and visitors that enrich their learning and provide vivid and memorable experiences. For example, they told inspectors how their study of the second world war in history was brought to life by their visit to Coventry cathedral. Year 3 were excited to tell their friends about their recent visit to the Natural History Museum in London where they camped overnight beneath the dinosaurs. Extensive support is provided to promote basic skills in literacy and numeracy, and to extend and challenge those of highest ability through 'gifted and talented' booster groups. The school environment is stimulating and pupils are proud of the displays of their art work. Enrichment activities, including steel pans and bhangra drumming, celebrate the diverse cultures within the school.

Transition arrangements are excellent, especially for pupils and families new to the country. Translators are provided to aid communication with families and to help their children settle quickly. All teachers use microphones in lessons so pupils can hear them clearly. This particularly supports those who speak English as an additional language. Pupils for whom circumstances make them vulnerable are extremely well looked-after through the provision of learning mentors and a wide range of school-based and external support. This has helped pupils with significant barriers to learning to make excellent progress both academically and in their personal well-being. The breakfast club is popular and helps the school fulfil its aim not to allow any child to go hungry.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</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>

**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

## How effective are leadership and management?

Leaders across all levels of the staffing structure contribute to the ambitious vision for promoting the achievement and well-being of all pupils. Pupil's needs are extremely well met through year group planning that focuses on individuals. Rigorous monitoring processes enable all leaders to identify areas for development and to focus support. Staff morale is high and the strong ethos of teamwork and mutual support is evident. The governing body take an active part in the school and challenge and support effectively. They meet their statutory responsibilities and are closely involved in strategies to raise attendance. While safeguarding practice is exemplary, including all elements of child protection and the appropriate training of staff, some related policies lack clarity and detail so safeguarding is judged to be good. The school's efforts to engage parents and carers of its diverse community are outstanding, in particular, its response to parents' requests for support and education. For example, during the inspection a large group of non-English speaking mothers attended a workshop where they met with a local dentist and a translator to aid communication. This is typical of the support provided which also includes parenting classes and other family learning groups. Parents in the Early Years Foundation Stage are encouraged to contribute to their children's assessments by recording their 'wow' achievements at home. A range of outstanding partnerships underpins the school's work, promoting learning and well-being, for example with local universities and neighbouring schools. External agencies enhance the care, guidance and support including multi-lingual assistants, speech and language therapists, mental health support and the Educational Welfare officer, who provides support for promoting attendance. The drive to provide equal opportunity for the diverse population is at the heart of all the school's work. The school knows its community extremely well and enables its pupils to explore and experience first hand what is meant by a cohesive community.

*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>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



**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

## Early Years Foundation Stage

The excellent induction process means that children settle quickly, learn to play happily with each other and are rapidly learning the importance of sharing and taking turns. Their behaviour is excellent. Teaching is exciting and stimulating. Going on a 'spring walk', children excitedly pointed out all the green things they could see around them. They enthusiastically learn how to record their findings using the digital camera and sound recorders. The curriculum is inspiring and motivating. Every opportunity is taken to broaden the children's experiences, for example when a range of animals was brought into Nursery. There is a good balance between those activities led by the teacher and those that children choose for themselves. There are many opportunities for children to use the exciting outside areas in all weathers. The care and attention given to children's welfare is outstanding and children's individual needs are catered for extremely well. Staff model and reinforce language very well, which is particularly beneficial to those children with speech and language difficulties or are at an early stage of learning English. The high number of adults present keep a very close check on each child's progress and interests in order to plan further learning activities. Early assessments identify those children who need additional support effectively. Staff encourage children to make choices for themselves, from the wide range of activities available. This very effectively develops their ability to show initiative and to take responsibility for their learning. Children's progress is good across all areas of learning and is checked regularly, to make sure that they are on target to meet the very challenging goals set for them, with progress being recorded in learning journals. The leadership of the Early Years Foundation Stage is outstanding, with rigorous self evaluation driving improvements. Safeguarding is well managed and given a very high priority.

*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	1

## Views of parents and carers

The very few parents and carers who responded were overwhelmingly positive, with 97% saying that the school keeps their children safe. A few parents and carers expressed concern that their children's individual needs were not met. Inspectors investigated this and found the reverse to be true, that individual needs are exceptionally well met.

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

Ofsted invited all the registered parents and carers of pupils registered at Frederick Bird 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 680 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	50	15	47	0	0	0	0
The school keeps my child safe	22	69	8	25	2	6	0	0
My school informs me about my child's progress	22	69	8	25	2	6	0	0
My child is making enough progress at this school	19	59	12	38	1	3	0	0
The teaching is good at this school	21	66	11	34	0	0	0	0
The school helps me to support my child's learning	18	56	11	34	3	9	0	0
The school helps my child to have a healthy lifestyle	19	59	13	41	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)	13	41	18	56	1	3	0	0
The school meets my child's particular needs	16	50	9	28	7	22	0	0
The school deals effectively with unacceptable behaviour	18	56	13	41	1	3	0	0
The school takes account of my suggestions and concerns	17	53	12	38	1	3	2	6
The school is led and managed effectively	19	59	10	31	0	0	1	3
Overall, I am happy with my child's experience at this school	17	53	13	41	2	6	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 March 2011

Dear Pupils

**Inspection of Frederick Bird Primary School, Coventry, CV2 4QQ**

Many thanks for the welcome you gave to me and my colleagues when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. We particularly liked seeing how much the Nursery children enjoyed seeing the animals that came to visit you and to hear how proud you all are of your school.

Our inspection has judged that the school gives you an outstanding quality of education. You make excellent progress and the standards that you reach in English and mathematics are steadily rising because of the excellent teaching you receive. We were impressed by your outstanding behaviour and the care you show for each other, particularly the way you welcome new arrivals to the school and help them to feel at home. You concentrate well and enjoy your lessons and all the opportunities that are provided for you, particularly the Frederick Bird University activities and the exciting visits you go on. We were impressed by how well you learn independently and the way in which you help each other in lessons. Your teachers provide lessons that are exciting and care for you extremely well, so that you feel safe. You make an excellent contribution to your school and local community and show exceptional understanding and respect for the beliefs and cultures of others. You told us how fortunate you feel to be part of such a diverse community and we agree. We know you understand how important it is to attend school regularly and on time so that you learn well, but we would like you attendance to be even better so that you can all continue to make outstanding progress

The outstanding leaders of the school are working hard to make sure you learn well and develop well as young people. We have asked them to make sure that you continue to make outstanding progress from the Nursery to Year 6. You can help them by continuing to work hard and attending regularly and promptly. I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**