

# Hindley Green St John's Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106473
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	363707
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Angela Westington HMI

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jill Clarke
<b>Headteacher</b>	Mrs Yvonne Brown
<b>Date of previous school inspection</b>	10 June 2010
<b>School address</b>	Atherton Road Hindley Green, Wigan Lancashire WN2 4SD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 15 lessons or part lessons; all teachers in the school were observed teaching. Inspectors met with staff, pupils, and representatives of the interim executive board and the local authority. They observed the school's work and looked at a range of documentation including the school's evaluation of its work, raising attainment plan and action plans, monitoring reports and reports on the progress made by pupils. Inspection questionnaires completed by 88 pupils, 11 staff and 36 parents were also scrutinised.

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

- The extent to which the school has addressed the areas for improvement identified at the previous inspections.
- Whether all pupils are making sufficient progress and attaining highly enough.

## Information about the school

Hindley Green St John's is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is lower than the national average. Most pupils are White British, with very few pupils of minority ethnic heritage. An average proportion of pupils has special educational needs and/or disabilities. The proportion with a statement of special educational needs is below average. The school has gained Healthy School status, as well as the Activemark and Artsmark awards. The school hosts, but does not manage, a before-and-after school club.

At the previous inspection, in June 2010, the school was given a notice to improve. A monitoring visit by one of Her Majesty's Inspectors in January 2011 judged that the school had made inadequate progress in tackling the areas for improvement in the intervening period. Since then, there have been further changes in staffing and now there are only a few substantive teachers from the school's own workforce teaching in the school. In May 2011, the governing body was disbanded and replaced by an interim executive board. The school is currently being led by an executive headteacher from a local school, supported by members of her staff and other staff drafted in from elsewhere. Plans are in place for the school to become part of a formal federation with two other local schools under the leadership of the headteacher of one of those schools

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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**

**4**

## Main findings

In accordance with Section 13 (3) of the Education Act 2005 Her Majesty's Chief Inspector is of the opinion that the school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The temporary team is providing much needed, good, secure, leadership and management of the school and has done a great deal to stem the school's decline. In a very short period of time, the executive headteacher and her team have raised the quality of teaching and improved pupils' learning in lessons, as well as tackling some of the key issues identified in the previous reports. Some issues still remain and point to systemic failings in governance and leadership over time. Despite all the good work of the current leadership, this temporary team will not be present in the school next year and this will mean more staff changes for the children and parents and carers at St John's. At the time of this inspection, the proposed federation and changes to the leadership structure are still at the planning stage. Consequently, the school cannot demonstrate adequate capacity to sustain improvement.

At the heart of all this turbulence are the pupils who, over time, have not made as much progress as they should across the full range of subjects. They reach broadly average standards in reading, writing and mathematics by the end of each key stage. However, aspects of the curriculum have not been covered sufficiently or well enough in the past, such as information and communication technology and art and, as a result, pupils' progress in subjects beyond English and mathematics is weak. Given their starting points, all pupils individually and groups of pupils, including those with special educational needs and/or disabilities could achieve more, especially the more-able. The quality of teaching has been improved and is now satisfactory. There is some good teaching, mainly in lessons taken by the teachers from the supporting school. In these better lessons, pupils make good progress, highlighting the gap between what has been and what could be. In all other respects, pupils' outcomes are at least satisfactory. Their behaviour is satisfactory and they report feeling safe.

The care, guidance and support provided by the school are satisfactory; pastoral care is particularly strong. Pupils are well looked after and the work of the newly appointed learning mentor is highly regarded. School leaders' engagement with parents and carers is satisfactory, although some parents and carers report that they have not been kept informed about the changes taking place.

The provision in the Reception class is satisfactory but the school has not been able to secure a qualified teacher for this cohort. The class is being managed by a higher level teaching assistant. The teaching of early reading and writing is not strong enough and,

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while progress in the Early Years Foundation Stage is satisfactory overall, children are not making as much progress in this area as they could.

Given the sustained weaknesses in governance and leadership over time, and pupils' inadequate achievement, the school does not provide value for money.

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

- Secure and improve the longer term leadership, governance and staffing of the school.
- Improve all pupils' achievement and raise their attainment across the full range of subjects by:
  - ċ- increasing the proportion of pupils gaining the higher levels in reading, writing and mathematics in all year groups
  - ċ- raising the quality of all teaching and assessment to good or better
  - ċ- improving the teaching of early reading and writing, including the teaching of letter sounds, so that all children make better progress
  - ċ- ensuring that pupils study the full range of subjects.
- Ensure that the Reception class is taught by a qualified teacher.
- Ensure that during the transition to federated school status, pupils remain well supported and parents and carers are kept fully informed of developments.

## Outcomes for individuals and groups of pupils

<b>4</b>
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Pupils reach broadly average attainment in reading, writing and mathematics, from broadly average starting points. Over recent years, too few pupils have reached the higher levels, although this year, with the good teaching in Year 6, unvalidated test results suggest that more pupils have achieved well. Nevertheless, over time, progress for too many pupils, especially the more-able, is inadequate across the full range of subjects. Scrutiny of pupils' books reveals, for example, habitual errors in spelling, grammar, handwriting and presentation. Spelling is a weakness across the whole school and has not been addressed systematically until now. The system for monitoring pupils' progress in reading is weak, and the range and quality of books pupils read is not sufficiently broad. Consequently, many read books that are too easy for them and do not try different authors or genres. In recent months, a concerted focus on number and shape, space and measures in each class has ensured that pupils are covering the mathematics curriculum more thoroughly and this is having a positive impact on their performance.

Behaviour is satisfactory and pupils say they feel safe. They have confidence in the adults around them. Several reported that there used to be some bullying and some bad behaviour but that 'it's much better now'. A small number of boys owned up to 'messing about and getting into trouble before' but said that their new teacher had brought about a change in their behaviour. Pupils' questionnaires highlighted behaviour and bullying as issues that concerned some. The inspectors pursued this and discussions with pupils suggest that this may now be in the past.

Pupils recognise the many changes that have taken place in school during recent months to develop their personal skills. They now have a voice in school, as a result of the

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establishment of a school council. They have a sound understanding of how to stay safe, fit and healthy. They are acquiring an understanding of the world of work: pupils have been working alongside parents and carers and role playing job interviews. They have also made links with organisations in the community, such as the Red Cross, and participated in community action events. The study of local and national charities and the business enterprise work in Year 6 give pupils a good insight into many aspects of everyday life. Pupils' spiritual, moral, social and cultural development is satisfactory. The school's recently developed plan to promote community cohesion is opening up the curriculum and expanding pupils' cultural understanding of British society. Attendance is satisfactory.

*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>	3
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>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<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 current teaching by the substantive and temporary staff combined is satisfactory. This is the direct result of the efforts of the executive headteacher and her senior team. Teaching that was previously inadequate is now satisfactory and some that was satisfactory is now good. A basic consistency of approach in all classes provides security for pupils. Good teaching is evident in Years 5 and 6. Teaching in some other classes is supported by teachers from the executive headteacher's own school, providing compelling evidence that the school is currently unable to secure a good quality of teaching through its substantive staff. Assessment is inadequate. The senior team has established an embryonic system to collect and monitor all the available data about pupils'

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performance. This exercise has revealed substantial gaps in information about particular cohorts and there is some doubt about the reliability of some of the assessment data on record.

On balance the curriculum is satisfactory and now meets requirements. In recent months, there has been a purposeful focus on raising attainment and progress in English and mathematics with more time devoted to these subjects and additional time provided for handwriting, spelling, mental mathematics, problem solving and booster classes. A move to a more skills-based curriculum is at the very early stages of development. All subjects are now covered and, in some classes, there is evidence of links across subjects being made so that learning is more interesting for pupils. However, in most classes, pupils' recording of their work, covering the foundation subjects, Religious Education and science, is too reliant on worksheets which lack challenge, especially for the more able. Older pupils do not routinely research subjects for themselves. Displays of artwork, for example portraits in Year 6, reveal a lack of progression in skills and techniques. All pupils in Year 4 learn to play the recorder and there is a school choir. However, pupils do not currently learn a modern foreign language and there are few school sports teams. A satisfactory range of out-of-school clubs, visits and visitors has been introduced in recent months which are helping to extend pupils' learning experiences. Pupils say they enjoy these very much. There are good opportunities to develop pupils' personal skills during the residential trip to Winmarleigh Hall.

The provision for the care, guidance and support of pupils is satisfactory overall. Pupils are well cared for, on a day-to-day basis. The establishment of the 'Rainbow Room' and the introduction of the learning mentor post have had a positive impact on potentially vulnerable pupils.

*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	4
<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>3</b>

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

The executive headteacher is providing clear, robust direction for the school and, with the support of her senior team and the teachers from her school she has, albeit temporarily, stabilised its position. St John's has benefitted enormously from the partnership with the supporting school. Staff absences have been managed effectively providing a more settled position. The quality of teaching has been shored up through the use of team teaching, training and clear guidance about how lessons should be planned and delivered. The large budget deficit noted in the monitoring report has been tackled. A good community cohesion audit has been carried out, a well-considered plan drawn up and its implementation initiated. It is too early, though, to see the impact of this work. Much

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progress has taken place on issues highlighted at the monitoring inspection in January 2011. However, leadership has not been secured. Hence, over time, the leadership and management of the school are inadequate.

The interim executive board members have a very clear view of the school's position. Governance, however, has been inadequate and a key concern for some time. Plans for the school to federate formally with two other schools are moving ahead. Until the plan is put into operation and staffing and leadership at this school are secure, pupils at St John's remain vulnerable. Whilst the school's engagement with parents and carers is satisfactory, not all feel they are kept informed about the substantial changes taking place.

Over time pupils' limited access to a full curriculum, resulting in inadequate progress overall and especially by the more-able, means that the school has not effectively promoted equality of opportunity.

All safeguarding requirements are now met and child protection arrangements are secure. The procedures for vetting and recruiting staff now meet statutory requirements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</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**

Although there are variations over time and between cohorts, on entry to the Reception class the children typically have skills and knowledge expected for this age group. They settle quickly into the secure and caring environment because of the good induction procedures, welcoming staff and warm relationships that are quickly established. The children develop independence and the ability to make choices as they decide when to have their snack, check themselves into and out of outdoor provision, and choose their own activities and resources.



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The teaching is satisfactory overall. There is an appropriate range of activities and resources available both indoors and outside covering all areas of learning. However, these are sometimes table-top activities that lack stimulation. Opportunities are missed to develop the children's imaginative and spoken language, for example, through dressing up, role play and the use of construction and larger equipment. Lesson planning and assessment are secure but assessment information is not always used well enough to plan activities to meet the needs of all children, especially the more able.

Children in Reception generally behave well because they are interested in their tasks. They show good levels of concentration when, for example, they write letters and cards to their parents and carers or cut shapes from play dough. Good emphasis is placed on developing their personal and social skills. Most children willingly share resources and take turns, and those who cannot are dealt with sensitively by staff.

Knowledge of letters and sounds is taught on a daily basis, but not enough emphasis is placed on children repeating these sounds in situations relevant to them to consolidate this learning. There are missed opportunities to reinforce this learning in both follow-up, adult-led and free choice activities, and writing tasks. Adults do not always make sure that the children are in comfortable and appropriate positions for practising writing: too much writing is done on carpets or in the small learning den.

Outdoor provision is in continuous throughout most of the day, but the range of resources is not wide enough to extend children's learning experiences across all areas of learning. Welfare requirements are met. All necessary policies are in place and daily checks carried out. Children are happy within this safe, secure learning environment.

Leadership and management of the Reception class are satisfactory. The leader is enthusiastic and committed and has worked hard to bring about some effective changes to planning and assessment systems over the past few months. The children's learning journeys are developing well, with opportunities for parents and carers to contribute. However, staff have not had sufficient training to develop their questioning and interaction skills with the children, especially during informal activities, in order to move learning on more effectively. Links with parents and carers are good, with information about their children's work and progress shared on a regular basis.

Most children move into Year 1 with knowledge and skills that are broadly in line with expectations, although there are still weaknesses in their knowledge of letters and sounds, writing and calculation skills.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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## **Views of parents and carers**

Parents' and carers' comments were mainly focused on four aspects. About one third wrote about the recent improvements in school; other concerns raised were about behaviour or bullying; communication between school and parents and carers; and whether to move their children to another school. This report recognises the improvements in the school as a result of the efforts of the executive headteacher. Inspectors pursued the issue of behaviour and the report discusses this in some detail. The leadership team have put in place a typical range of measures to engage and communicate generally with parents and carers. There remains more to be done to improve communication about the progress made by individual pupils, as part of the work on improving teaching, assessment and reporting generally. Keeping parents and carers informed about the strategic future of the school has been included as a key recommendation.

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

Ofsted invited all the registered parents and carers of pupils registered at Hindley Green St John's Junior and Infant School to complete a questionnaire about their views of the school.

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

The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	53	12	33	5	14	0	0
The school keeps my child safe	22	61	14	39	0	0	0	0
My school informs me about my child's progress	10	28	17	47	9	25	0	0
My child is making enough progress at this school	14	39	12	33	7	19	3	8
The teaching is good at this school	12	33	19	53	4	11	1	3
The school helps me to support my child's learning	12	33	14	39	9	25	1	3
The school helps my child to have a healthy lifestyle	13	36	23	64	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)	5	14	27	75	2	6	1	3
The school meets my child's particular needs	15	42	11	31	8	22	0	0
The school deals effectively with unacceptable behaviour	6	17	18	50	6	17	4	11
The school takes account of my suggestions and concerns	8	22	23	64	3	8	1	3
The school is led and managed effectively	12	33	21	58	1	3	1	3
Overall, I am happy with my child's experience at this school	15	42	13	36	6	17	1	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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

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

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

## Common terminology used by inspectors

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

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



Dear Pupils

**Inspection of Hindley Green St John's Junior and Infant School, Wigan, WN2 4SD**

I visited your school in the summer term with two other inspectors to see how you were getting on. We could see that there have been lots of improvements recently and many of you told us how much better school is now. You say your lessons are more interesting, behaviour is better and you are enjoying school more. Mrs Brown and the teachers are working really hard to make things as good as they can be.

There are still lots of things that need to be done to make sure that the school is as good as it should be all the time. So, we have judged that your school needs extra help, which we call 'special measures'. In particular, when Mrs Brown and her teachers go back to their own school, we want to make sure that your school continues to improve, that you are well looked after and that your parents and carers understand what is happening. We would like the teaching to be better and we think that many of you could do even better in your work. We also think that you should be learning more in a wider range of interesting subjects. The children in Reception should have a qualified teacher and, when they are learning to read and write, we think that they should learn their letter sounds in a better way.

Thank you for being so welcoming and friendly.

Yours sincerely,

Angela Westington

Her Majesty's Inspector

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