

# Milford-on-Sea Church of England Primary School

Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 116367               |
| <b>Local Authority</b>         | Hampshire            |
| <b>Inspection number</b>       | 379241               |
| <b>Inspection dates</b>        | 28–29 September 2011 |
| <b>Reporting inspector</b>     | Sheila Browning      |

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<br>4–11                                   |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 307   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Julian Davis  |
| <b>Headteacher</b>                         | Sandra Matthews   |
| <b>Date of previous school inspection</b>  | 10–11 July 2007   |
| <b>School address</b>                      | Lymington Road<br>Milford-on-Sea<br>Lymington<br>SO41 0RF |
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|---------------------------|----------------------|
| <b>Age group</b>          | 4–11                 |
| <b>Inspection date(s)</b> | 28–29 September 2011 |
| <b>Inspection number</b>  | 379241               |

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## Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons involving the work of 12 teachers. Meetings were held with groups of pupils, staff, and members of the governing body including the Chair of the Governing Body. The inspectors looked at school documentation, including safeguarding, and pupils' work. Questionnaires from 179 parents and carers were analysed as well as those from four staff and 63 pupils.

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

- Whether teaching is improving consistently enough, particularly in accelerating pupils' achievement in Years 1 to 2 and in writing across the school.
- How effectively leaders and managers at all levels check and evaluate improvements in the drive to move the school forward.
- The developments in the curriculum to widen pupils' understanding of others, especially those much further from the school.
- The impact of recent changes in the Early Years Foundation Stage on raising children's levels of attainment and engagement in their learning.

## Information about the school

This is a larger-than-average-sized primary school. Pupils are predominantly of White British heritage. The proportion of pupils from minority ethnic heritages or who speak English as an additional language is very low. The proportion of pupils known to be eligible for free school meals is well-below average, as is the number of pupils with special educational needs and/or disabilities.

Children in the Early Years Foundation Stage are taught in two Reception classes. There are three parallel classes in Years 1/2, 3/4 and 5/6. The school provides a breakfast club and after-school clubs. There is an on-site pre-school setting which is not managed by the governing body and was not therefore part of this inspection.

The school holds a number of awards around healthy living and eco-awareness. It has also received an award for information and communication technology (ICT) and is a host school for strategic leadership in ICT.

**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

This is an outstanding school. The key factor in the school's success is the outstanding drive to move the school forward by the executive and co-headteachers and members of the governing body who set very high expectations. This, in turn, is shared by staff who are united to ensure all pupils get off to an excellent start in their learning and do as well as they can within an exciting, nurturing learning environment. Leaders secure continuous improvement through their in-depth self-evaluation procedures and use of highly focused tracking data. The impact of the work of leaders is most noticeable in: the greater consistency and proportion of excellent teaching, the enriched curriculum, accelerated pupil achievement and high standards. These factors ensure an excellent capacity to sustain improvement.

There is a genuine celebration of pupils' learning, as seen in the excellent displays of pupils' work. Pupils' excellent attitudes to learning and exemplary behaviour reflect the outstanding, care, guidance and support they receive which in turn ensure they become confident, independent learners. Teaching is typically good with much that is outstanding especially in the upper year groups, as confirmed through inspection, school tracking data and pupils' high levels of attainment in English, mathematics and science by Year 6. Pupils' attainment in ICT, music, sports and art is often above that expected for their age. Pupils apply their basic skills, such as literacy and numeracy, highly effectively and they are very well prepared for their next stage of education. They publish and sell their own newsletters locally, cost and manage enterprise ventures for fund raising and have designed, selected, costed and risk-assessed infant play equipment.

Pupils, including those with special educational needs and/or disabilities, make excellent progress through the school. The high quality of interventions and skilful support contribute significantly to their learning. Teachers use assessment information exceptionally well to pinpoint those at risk of underachieving, and teachers' marking gives pupils a very clear understanding of what they need to do to improve further. Outstanding provision in the Reception classes ensures that children are engaged and well grounded for subsequent work. Most parents and carers are very positive about the improvements in provision, especially in Reception. Two comments typified many: 'The school is really good at helping children at both ends of the spectrum' and 'The school is wonderful. I have nothing but praise for it.' Pupils really enjoy the school and are keen to share their work and ideas with visitors. They have an excellent understanding of healthy lifestyles, how to stay safe and make a significant contribution to the local community. As eco-warriors, they grow

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vegetables for Harvest Festival, have campaigned to save the local library and have produced road safety posters. Pupils' overall spiritual, moral, social and cultural development is good. That said, their understanding of the ethnic diversity of the wider United Kingdom community is comparatively limited. Excellent engagement with parents and carers and partnerships with others ensure knowledge and expertise are shared to maximise pupils' learning.

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

- Increase the opportunities for pupils to gain an understanding of the diverse nature of others who reside in the United Kingdom by:
  - developing links with schools in a contrasting context so that pupils engage first hand with children from different communities and diverse backgrounds.

**Outcomes for individuals and groups of pupils****1**

On joining the Reception class, children's reading, writing and calculating skills are below levels typical for their age but by the time they leave in Year 6 their attainment in English, mathematics and science is high. This represents excellent achievement. Pupils are happy, confident learners because right from the start they are encouraged to explore different learning activities and plan their own learning. Above average standards in writing are verified in lessons observed and in pupils' work. Pupils' writing skills have improved considerably and especially in Year 1/2 because writing tasks are interesting and engage them. For example, Year 1/2 pupils enjoyed brainstorming ideas and imaginary words before writing about helping the aliens who had crash-landed in their school. 'Maybe she needs a rocket booster', said one. Year 5/6 pupils enjoyed writing diary extracts and writing basic facts about themselves in Spanish for a message in a bottle.

Pupils say they feel very safe. The school's strengths are reflected in its awards, pupils are very conscious of staying healthy and they participate widely in sports from 'Leap for life' to 'multi-skills,' which extend their activity levels. Pupils' social and moral development is excellent. They enjoy responsibilities as peer mediators and house captains and initiatives that contribute to preserving the New Forest. Pupils' cultural development is greatly enhanced through music, art and drama. Their understanding of cultural diversity and spiritual development, while good, is not exemplary. Though above average, attendance dipped from the normally above average levels because of a widespread viral infection.

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

## How effective is the provision?

The school is at the forefront of teaching Spanish from Reception onwards. It is a recognised training school for teaching high quality ICT skills. Pupils enjoy breakfast club and many extra-curricular clubs from gardening to karate. The school has developed excellent external partnerships. It fosters links with the Church, promotes ICT training for 'silver surfers', holds knitting and cookery sessions with older citizens, and gifted and talented workshops with local and national artists. Rich learning opportunities, especially for pupils' personal development, are provided and over a third are involved in voluntary and community projects. Pupils have input into developing the curriculum. For example, they suggested that sustainability and Fair Trade principles should be included.

Pupils make excellent progress because teaching ensures pupils learn extremely well. Resources, including new technology, make a significant contribution to learning. Year 1/2 pupils recorded their alien role-play using ipods. In history, Year 3/4 pupils eagerly recorded their accounts after their enactment of a gladiatorial battle, which especially appealed to the boys' interests. Year 5/6 pupils learnt about E-safety and skilfully transferred their short videos of them asking for parental permission to meet a stranger from the internet, to a PowerPoint presentation. In mathematics, one Year 5/6 teacher used video clips he had made to model properties of two-dimensional shapes. Detailed lesson planning most effectively targets pupils' differing abilities and learning needs. Marking clearly identifies next steps and pupils' individual targets and

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

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whether they have been met. Teachers’ high expectations ensure pupils are challenged, motivated and become successful learners.

In this welcoming and inclusive school, excellent attention is given to all aspects of care, support and guidance. Parents and carers included in their questionnaires some heart-rending accounts of how the school had supported them and their children through difficult times. Many commented on the excellent transition arrangements not only at points of joining or leaving the school, but also between year groups. The work with local secondary schools has extended pupils’ learning opportunities in science and mathematics. Pupils meet with a range of employers and employees, including parents and carers, so that they are well informed about future careers open to them.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>1</b> |
| Taking into account:<br>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> |

**How effective are leadership and management?**

The significant strengths of both the executive and co-headteachers have had a major impact on school improvement. Leaders and managers at all levels, including members of the governing body, are totally focused on pupils’ learning and continuous school improvement. Ambition and drive are well established at all levels, as seen in the rigorous monitoring of teaching and learning. The focus is on ‘quality first’ and ‘every lesson counts’. To this end teaching quality is robustly monitored and intensive coaching and mentoring follows. This has successfully removed previous inadequate teaching. School improvement planning is insightful, self-evaluation procedures rigorous, and excellent analysis of data and checks on pupils’ progress ensure value is added to their learning experiences.

Members of the governing body understand clearly where the school’s strong features lie. They challenge, probe and are highly supportive and strive for excellence seeking the views of all stakeholders to this end. Equality of opportunity is at the heart of the school’s work and supports pupils’ academic and personal achievements whether it is ballroom dancing or being musical. Any discrimination is not tolerated. Pupils’ individual needs are very carefully identified. Safeguarding practice is thorough, with very detailed risk assessments. Vetting of staff and child protection procedures are robust, although the written policy is cumbersome with a few administrative omissions. Collaborative working with other agencies is strong. The school promotes community cohesion very well at local and global levels through its substantial work in the local community and links with schools in Spain and

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Kenya. However, opportunities to raise pupils’ awareness of the cultural diversity in the United Kingdom is less well developed. Parents and carers are consulted through Studywiz, the school’s learning platform, and can join in ‘early-bird sessions’ before school and hear their child reading at the end of the school day. Links with the pre-school setting are frequent and children share both facilities and events.

*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:<br>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>1</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>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>1</b> |

## Early Years Foundation Stage

The Early Years Foundation Stage leader’s excellent skills have brought about significant and positive changes in provision. Notably she has introduced pre-school home visits and has replaced tired resources. She is establishing a stimulating learning environment, and ensures there is rigour in teaching and robust checks on children’s progress. Excellent links with parents and carers and with the pre-school and a wide range of support agencies ensure children’s experience of learning is seamless and that they receive the right support. Children make excellent progress in all areas of learning. Teachers model spoken language well, and through very effective teaching of letters and sounds, skills in reading and writing have improved exceptionally well in a short time. Children’s levels of understanding in mathematics, especially in calculation, have also improved the same way. This means that by the end of Reception, children’s attainment is at levels expected for their age. Children with special educational needs and/or disabilities make excellent progress because of early identification and very effective support from adults. The attractive outdoor areas are used extensively. Children’s welfare is paramount, they are well supervised, but quickly settle and gain confidence to learn freely in the outside area or move between both classrooms.

Learning is typified by children’s bubbly excitement for learning, and through



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stimulating hands-on learning experiences. They mime and learn stories in Spanish, explore different sounds on a walk wearing their made supersonic ears, and use technology to listen to and recognise different sounds. They talk about hygiene when eating fruit and, as one said, 'If you don't eat fruit you will get sick.' They really enjoy role play in the outdoor chalets set up as a café and school room, and in the 'home sweet home' area in class. They use climbing equipment and tricycles safely. Children's progress is monitored most carefully. Parents and carers are seen as valued partners in their child's learning and contribute to the individual 'learning journals'.

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 1        |
| The quality of provision in the Early Years Foundation Stage                       | 1        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1        |

## Views of parents and carers

The response rate to the Ofsted questionnaire was much higher than for most primary schools. Parents and carers are extremely satisfied with the work of the school. There were many positive comments on questionnaires, and most of the few points raised for improvement related to individual cases. A few were concerned about the school meeting their child's particular needs, and progress made. Inspectors found both the support for pupils' individual needs and pupils' progress to be outstanding. A few raised queries about progress information and about their involvement in supporting learning. The inspectors found that the school provided the usual information on children's progress, and ran workshops and meetings to help parents and carers support their child's progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Milford-on-Sea Church of England 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 179 completed questionnaires by the end of the on-site inspection. In total, there are 307 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 116            | 64 | 62    | 35 | 1        | 1 | 0                 | 0 |
| The school keeps my child safe  | 119            | 66 | 55    | 31 | 3        | 2 | 0                 | 0 |
| The school informs me about my child’s progress   | 71             | 40 | 95    | 53 | 5        | 3 | 2                 | 1 |
| My child is making enough progress at this school   | 71             | 40 | 89    | 50 | 6        | 3 | 2                 | 1 |
| The teaching is good at this school   | 105            | 59 | 69    | 39 | 1        | 1 | 0                 | 1 |
| The school helps me to support my child’s learning  | 85             | 47 | 79    | 44 | 5        | 3 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 87             | 49 | 85    | 47 | 1        | 1 | 1                 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 81             | 45 | 82    | 46 | 2        | 1 | 2                 | 1 |
| The school meets my child’s particular needs  | 76             | 42 | 85    | 47 | 7        | 4 | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 62             | 35 | 96    | 54 | 3        | 2 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 71             | 40 | 89    | 50 | 4        | 2 | 2                 | 1 |
| The school is led and managed effectively   | 102            | 57 | 64    | 36 | 0        | 0 | 2                 | 1 |
| Overall, I am happy with my child’s experience at this school   | 111            | 62 | 59    | 33 | 3        | 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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

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

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

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

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

## Common terminology used by inspectors

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

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



30 September 2011

Dear Pupils

**Inspection of Milford-on-Sea School, Lymington SO41 0RF**

Thank you for making us so welcome when we came to inspect your school. We agree with you that yours is an outstanding school. There are so many really exciting things happening in your school. We were impressed with your positive attitudes, excellent behaviour and in the way you work and play together so well. Many of you told us that you enjoyed 'just everything'! We saw this. You are making excellent progress and reach standards much higher than most children of your age, not only in reading, writing, mathematics and science but also in ICT, art, music and in sports. This is because teachers make learning interesting and fun. The adults take really good care of you and want the very best for you. There are lots of exciting things for you to do including learning Spanish from Reception Year and using the latest technology to help you learn. The people that lead and manage your school are doing an excellent job.

There is one thing we have asked the adults to do to make the school even better.

- Make sure you learn about how people who are from different cultures and also live in the United Kingdom.

You can help too by offering other ideas about this and by continuing to work hard and trying your best.

Yours sincerely

Sheila Browning  
Lead inspector

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