

# John Keble Church of England Primary School

Inspection report

---

<b>Unique Reference Number</b>	101534
<b>Local Authority</b>	Brent
<b>Inspection number</b>	363657
<b>Inspection dates</b>	4–5 October 2011
<b>Reporting inspector</b>	Hilary Macdonald HMI

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	398
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Michael Moorhead
<b>Headteacher</b>	Alison Loffler
<b>Date of previous school inspection</b>	15 July 2010
<b>School address</b>	Crownhill Road London NW10 4DR
<b>Telephone number</b>	020 8965 5072
<b>Fax number</b>	020 8938 2507
<b>Email address</b>	admin@jkeble.brent.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	4–5 October 2011
<b>Inspection number</b>	363657

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 information 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 one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 20 lessons and saw 15 teachers. Meetings were held with staff, pupils, the Vice-Chair of the Governing Body and with the senior adviser of the London Diocesan Board for Education. A telephone interview was conducted with the Chair of the Governing Body. Inspectors observed much of the school's work and looked at a wide range of documentation that included improvement plans and evaluations, particularly those relating to the previously identified areas requiring improvement. Records of monitoring of the quality of teaching and learning, and the tracking of pupils' progress, were also scrutinised. Inspectors looked at 142 questionnaires returned by parents and carers, and those completed by staff and pupils.

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

- How well pupils, particularly those with special educational needs and/or disabilities, are making progress in their lessons and in their current work.
- The effectiveness of the curriculum, with particular regard to the promotion of English and mathematics skills.
- The accuracy and effectiveness of target setting and assessment processes.
- The effectiveness and impact of leadership at all levels.
- The extent to which improvements in attainment and progress gained in 2010 have been secured and further increased.

## Information about the school

John Keble Church of England Primary School is a larger-than-average primary school with a full-time nursery. The school serves a densely populated, ethnically and socially diverse urban area. The majority of pupils at school are of Black African or Black Caribbean heritage, with 'Other White' pupils another significant group. Over half of the pupils speak English as an additional language and many are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is lower than that found nationally and the proportion with a statement of special educational needs is average. Many more pupils than would normally be expected leave or join school during the course of the school year.

Since the previous inspection, when the school was given a notice to improve, there have been significant changes to staffing, particularly at most senior levels. A substantive headteacher, deputy headteacher and assistant headteacher have all been appointed.

**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?**

**3**

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

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. John Keble Church of England Primary School provides a satisfactory and rapidly improving education within an inspirational and exciting learning environment. A sense of purpose, ambition and aspiration pervades this school. A strong Christian character and ethos is evident in many displays in corridors and classrooms as well as there being a well-utilised chapel, and regular visits from the clergy, notably the Chair and Vice-Chair of the Governing Body, who lead weekly communion mass and songs of praise.

The headteacher and most senior staff provide inspirational leadership. Newly promoted middle leaders understand their roles and are already active in promoting improvement. Provision, including the opportunities for, and the achievements of, all pupils is continuously and robustly evaluated. The drive for improvement in all areas of school life is relentless and remarkable improvements have been secured since the school's previous inspection. Attendance has increased from low to above average and behaviour has improved from inadequate to good in lessons and around the school. The quality of teaching and learning and pupils' progress is raised to good for most groups of pupils throughout the school, including the youngest children in the Early Years Foundation Stage. Previous significant gaps in achievement between boys and girls have been fully eradicated and gaps between those with special educational needs and/or disabilities and their peers are significantly reduced. All pupils who either completed questionnaires or spoke to inspectors expressed their enjoyment of school life, they feel completely safe in school at all times, know what they are learning and why, and what they are aiming for. One Year 6 pupil captured this saying: 'We respect each other and the school. School keeps us safe and healthy and we work together well. Our teacher explains, gives us a learning question and sets us off at a good pace – she marks our work and gives us feedback.'

Attainment at the end of both key stages is now broadly average. However, reading levels at end of Year 6 in 2011 were particularly low, while writing levels were above average. The proportion of pupils reaching nationally expected standards in both English and mathematics was significantly below national expectations, although an average proportion of pupils gained the expected levels in mathematics. The current attainment of pupils of all ages remains varied and is sometimes low. Challenging targets are set for pupils and these are based on assessment data that is now clearly accurate. The recent positive end of Key Stage 2 results arose from: an improved

**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

curriculum offering many more opportunities to develop writing skills in different subject areas, highly targeted interventions, 'booster' groups and consistently good and outstanding teaching during Year 6 rather than from a good education throughout the primary years. Erratic rates of progress in different classes and year groups have been reduced. The legacy of long-term low attainment, poor progress and low aspiration is being overturned. All of these factors demonstrate that the school has good capacity to continue on its upward path.

Despite vast improvements, achievement is currently satisfactory overall as too many pupils are still making up for previous underachievement. The school has rightly identified and prioritised further raising attainment in English and mathematics as key areas for improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' attainment in English and mathematics by:
  - providing increased opportunities for developing reading, writing and mathematics skills in all curriculum areas
  - ensuring all teaching is good or better and that the pace of lessons is accurately matched to pupils' needs
  - providing regular opportunities for pupils to reflect upon and discuss their own learning.

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

**3**

Children enter the school with skills and understanding that vary but which are generally well below levels typical for their age. Careful organisation, coupled with detailed assessment practices, enables the youngest children to make good progress. Throughout the school, planning is highly detailed, taking account of all groups of learners. This includes those who are at differing stages of learning to speak English as an additional language, those with special educational needs and/or disabilities, and also those who are most able. Resources are used very well to generate exciting lessons and to ensure pupils develop as independent learners. For example, animation and song were used to help develop mathematical understanding of shapes in Year 4, and the use of rhyme and rhythm in Year 5 when learning about the water cycle. Creative ways of enlivening learning, such as these, are commonplace and contribute to the good progress, high levels of motivation and above-average attendance rates observed during the inspection. As a result of good attendance and plentiful opportunities to develop strong social skills, but uneven profiles of attainment and progress, overall, pupils are appropriately prepared for the next steps in their lives.

**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

Most groups of pupils within the school progress equally well. However, over a significant period of time, the progress of pupils with special educational needs and/or disabilities has been less good than their peers and their attainment remaining far short of the national averages. Because of these variations in progress, pupils’ achievement is currently satisfactory.

Pupils are clear about how to respond to perceived dangers and know that they can share concerns or seek help from sympathetic and supportive adults in school who will take action if required. They maturely respect and comprehend rules which ensure their safety in and around school. This attitude is reflected in pupils’ very polite and welcoming behaviour to inspectors and visitors alike. Pupils routinely open doors for adults and are always ready to engage in conversation. Good behaviour, interest and enjoyment in lessons from most pupils support learning well. Those pupils who struggle to manage their own behaviour receive additional support and guidance, and rigorous application of the school’s behaviour policy ensures that most learning is not disrupted.

Pupils understand the value of health and fitness and appreciate the wide range of activities and clubs on offer, including limbo, football, basketball and netball. Many pupils enjoy the healthy school meals, and all pupils have taken part in a recent review of menus led by the school council. Many other opportunities also exist for pupils to take on responsibilities, such as being team captains or acting as monitors or representing the views of young people on the Harlesden Town team, which has resulted in changes to facilities within the local environment. All pupils demonstrate concern for others, regularly taking part in fund-raising activities and offering prayers for those less fortunate than themselves. Opportunities for spiritual development are excellent, while understanding of the range of cultures represented in school is less well developed. Pupils are rightly proud of their school, their personal achievements, roles and of the contributions they make.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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

<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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Overall, teaching is good throughout the school with some that is outstanding. However, a proportion of weaker teaching remains in both Key Stages 1 and 2. Staff work hard to inspire and enthuse their pupils. They all ensure that pupils know what they are going to learn and use resources, such as interactive whiteboards, skilfully. Without exception, teachers plan well-paced lessons designed to ensure maximum progress by pupils, and targeting adult support where it is most needed. Most often, activities planned are appropriately challenging and are accurately matched to pupils' abilities and as a result, pupils make good and rapid progress. Sometimes, however, the tasks are too challenging and the pace too fast to enable pupils to keep up. In such lessons, pupils make less progress. The marking of pupils' workbooks is good and target setting is highly individualised so that each pupil knows exactly what they have to do to improve. In some lessons, pupils are given regular opportunities to reflect on their own learning and to talk to a partner about their work, ways to tackle a task, or to evaluate their work against success criteria. However, these opportunities are missed in some lessons.

Having improved since the previous inspection, the curriculum is now good. It is well organised and brings together a broad range of opportunities and experiences for the pupils, including specialist music lessons. The curriculum is enriched by a range of trips and visits, and the pupils are clear about the positive benefits of these first-hand experiences to their learning. Furthermore, the curriculum provides more chances for pupils to improve their basic literacy and numeracy skills through other subject areas. For example, in a Year 3 history lesson, pupils were 'being' journalists and were developing their report writing skills while learning about the Second World War.

Positive relationships and good and sensitive care, guidance and support that the pupils receive underpin the very positive atmosphere within the school. Highly targeted and individual provision, including interventions from specialist reading and mathematics teachers, as well as strong links with families and agencies, is in place to support the most vulnerable, including the significant number of pupils who join school other than at the usual times.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2

**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

<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Underpinned by a relentless determination to secure constant improvement, the headteacher, ably supported by the deputy headteacher and assistant headteacher, provides good leadership. Middle leaders have only recently taken up these positions, yet have absolute clarity about their significant role in the drive to raise attainment, including monitoring the quality of teaching and learning and providing guidance and support to colleagues. Improvement plans provide sharply identified priorities and actions to address any perceived weakness in pupils’ performance or in provision. These are regularly reviewed and the impact of actions assessed. Staff are held to account for their performance, and appropriate training and support are provided as required. Monitoring and evaluations of progress towards improvements are regular, rigorous and far reaching, ensuring that the pace of change is maintained and that improvements secured are sustained and built upon further. Marked improvements in nearly all aspects of school life have been achieved and morale is high throughout the school.

Community cohesion is promoted well overall and the school has a sound understanding of its own context. The theme of equality lies at the heart of John Keble School and values such as kindness, tolerance and respect are widely discussed and understood. Racial incidents and bullying are now almost unheard of. All pupils have access to the full range of learning activities and few gaps in attainment remain.

Parents and carers are well informed through regular newsletters and the school website. Opportunities to participate in school life through the parent-teacher association, church events, parent-teacher consultations and the recently introduced parent forum are plentiful. Parents’ and carers’ views are regularly sought and responded to. A ‘You Said, We Did’ column in the newsletter ensures parents receive feedback on school decisions related to parental comments or suggestions. The very strong partnership with the church, as well as other agencies, schools and sports partnerships, promote learning and well-being effectively.

The governing body is self-evaluative and knows its own strengths and areas for development well. The range of knowledge and expertise held by members is increasing and training on key areas of understanding data and asking challenging questions is underway. Recent governing body minutes provide evidence of its identified priority of increasing rigour and challenge. Safeguarding arrangements are robust. Effective steps are taken to ensure the school is a healthy and safe environment and regular checks are made to minimise risk.



**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</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>3</b>

## Early Years Foundation Stage

Typically, children join the Nursery and Reception Year with skills, particularly those of language, communication and literacy, and personal and social skills, that are well below those expected for their ages. The strong focus on developing children’s social skills means that children settle quickly into well-established routines. They play cooperatively together and with adults, and behave well. Staff have good knowledge of the teaching and learning of this age group and plan topics, carefully responding to the interests of the children, with a good balance of activities initiated by the children and those led by adults. Systematic observations of children are detailed, ensuring that learning is extended at the right pace.

Resources, both inside and out, particularly the recently developed Nursery garden, are stimulating for the children and contribute to their enjoyment of school. As a result of this carefully planned provision, all children in the Nursery and in the Reception Year make good progress, with those who attended Nursery making the most progress. All staff are vigilant in terms of children’s welfare and close links are established with parents and carers.

*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

**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

## **Views of parents and carers**

Over one third of parents and carers returned a questionnaire. Parental views as expressed during the inspection are extremely positive. Parents and carers and pupils alike are almost unanimous in their views that school is a safe place to be. The vast majority of parents and carers say that their child enjoys school, that teaching is good and that the school is led and managed well. A very small minority of parents and carers say that the school does not take account of their views, although the inspection found that parental views are sought and responded to.

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

Ofsted invited all the registered parents and carers of pupils registered at John Keble 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 142 completed questionnaires by the end of the on-site inspection. In total, there are 398 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	67	41	30	2	1	2	1
The school keeps my child safe	80	59	52	38	2	1	0	0
The school informs me about my child’s progress	70	51	59	43	3	2	0	0
My child is making enough progress at this school	59	44	69	51	6	4	0	0
The teaching is good at this school	60	44	72	53	2	1	1	1
The school helps me to support my child’s learning	54	40	75	55	4	3	1	1
The school helps my child to have a healthy lifestyle	59	43	67	49	5	4	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)	51	38	72	53	7	5	1	1
The school meets my child’s particular needs	47	35	71	52	10	7	1	1
The school deals effectively with unacceptable behaviour	62	46	57	42	8	5	1	1
The school takes account of my suggestions and concerns	43	32	71	52	13	10	1	1
The school is led and managed effectively	61	45	62	46	5	4	1	1
Overall, I am happy with my child’s experience at this school	65	48	63	46	2	1	2	1

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.**



6 October 2011

Dear Pupils

**Inspection of John Keble Church of England Primary School, Harlesden, NW10 4DR**

Thank you so much for the warm welcome that you gave to inspectors when we visited your school. It was wonderful to have the opportunity to meet and talk to so many of you, to look at the work in your books and see the many excellent displays in your classrooms and in the corridors around school that support your learning so well. We were delighted to see how much your school has improved, in so many ways, since the last inspection.

Your school takes good care of you and your families, and provides you with a satisfactory and rapidly improving education. You make good progress in lessons as your teachers make sure you are clear about what you are learning and the steps to success. Most of your lessons are interesting and exciting and are well planned so that you are all given the right amount of challenge with your work. In your school, you have lots of opportunities to take part in musical, sporting and artistic activities during or after school. Many things impressed us, particularly your very sensible and polite behaviour. We were also impressed with the fact that nearly all of you come to school every day, and your beautiful singing at Mass and Songs of Praise! Everyone we spoke to told us how much they enjoy school and that they feel safe and happy.

To help your school improve further, we have asked your headteacher to make sure that everyone continues to focus on developing strong English and mathematics skills and that these are used in all subjects. We have asked teachers to make sure that you all understand what you are learning, as in a few lessons the pace was so fast that some of you became confused. As well as this, we have asked that in all classes, you are given opportunities to talk with a partner or group about your learning. As a result of doing these things, you should make greater progress and be attaining higher levels by the time you are at the end of Year 6. All of you can help by ensuring you continue to come to school every day you possibly can and by continuing to approach all aspects of school life with the enthusiasm that you showed to inspectors on our visit. We really did enjoy meeting you!

Yours sincerely

Hilary Macdonald  
Her Majesty's 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).**