

# Pot Kiln Primary School

## Inspection report

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<b>Unique Reference Number</b>	124536
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	380913
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	John Mitcheson HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin O'Connell
<b>Headteacher</b>	Wilma Hyde
<b>Date of previous school inspection</b>	3 December 2008
<b>School address</b>	Butt Road Sudbury CO10 0DS
<b>Telephone number</b>	01787 372107
<b>Fax number</b>	01787 376474
<b>Email address</b>	Ht.potkiln.p@talk21.com

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<b>Registered childcare provision</b>	Pot Kiln Breakfast Club
<b>Number of children on roll in the registered childcare provision</b>	8
<b>Date of last inspection of registered childcare provision</b>	3 December 2008

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<b>Age group</b>	3–9
<b>Inspection date(s)</b>	11–12 October 2011
<b>Inspection number</b>	380913

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 14 lessons and 13 teachers. They held meetings with the headteacher, senior and middle leaders, the Chair and vice-chair of the Governing Body and two groups of pupils. They observed the school's work, and looked at a range of documentation including 19 questionnaires from parents and carers, 60 from pupils and 10 from staff.

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

- Inspectors investigated why senior leaders judge overall outcomes for pupils to be satisfactory when results over the past two years have been below national averages and assessment data show significant underachievement for different groups of pupils.
- They looked to corroborate the school's own views on the quality of teaching and the impact this has on outcomes for pupils.
- They observed how effectively pupils' behaviour is managed.
- They examined the progress senior leaders, including the governing body, have made in addressing the issues raised in the previous inspection and in securing further improvements to the school.
- Inspectors spent time in the Early Years Foundation Stage to gauge how well children are introduced to school and are prepared for the next stage of their education.
- They examined the quality of registered childcare in the breakfast club provided by the governing body.

## Information about the school

Pot Kiln is a smaller than average primary school serving pupils in Great Cornard. Most pupils are White British; very few are from minority ethnic backgrounds. The proportion known to be eligible for free school meals is double the national average. The proportion of pupils that have special educational needs and/or disabilities, mostly moderate learning difficulties or speech, language and communication needs, is higher than average, but few have a statement of special educational needs. The school's Early Years Foundation Stage provision includes a Nursery and Reception classes. From September 2012, the school will begin teaching pupils in Year 5 for the first time.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

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

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires 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. Significant improvement is required to the standards achieved by pupils, the quality of provision and the leadership, management and governance of the school.

The school has experienced a high level of staff absence over the past two years. During this time school leaders have strived to provide a safe and welcoming environment for pupils to enjoy and enable them to lead happy and healthy lifestyles. However, continuity of pupils' learning has suffered and their attainment has fallen significantly. Results in national assessments in Key Stage 1 are well below national averages. The majority of pupils continue to underachieve in Key Stage 2. Results show that most make the expected progress in reading, but not in writing or in mathematics. The majority of pupils are not sufficiently prepared for the next stage of their education. Although their attendance remains broadly average, their essential academic skills are underdeveloped because of the quality of education they receive. A lack of systematic assessment procedures and rigorous monitoring results in some groups of pupils, including those that have special educational needs and/or disabilities, underachieving.

Behaviour is satisfactory and exclusions are rare. Staff share good relationships with pupils and the quality of pastoral care is good. Regular assemblies celebrate success and reward pupils with 'star awards' for good work. This contributes to their satisfactory spiritual, moral, social development.

Joint observations of lessons by inspectors and senior teachers found that most teaching is satisfactory and, at times, better than this. However, there is not enough good teaching to accelerate pupils' progress or make up the shortfalls in their learning by the end of Year 4. A small minority of teaching and learning observed by inspectors was inadequate. Procedures have been introduced to assess pupils' progress at regular intervals but these are new and, currently, not all teachers have sufficient information on pupils' prior attainment to plan learning effectively or accurately gauge how well each pupil is progressing. Recently amended curriculum plans are in place to ensure that pupils learn key literacy and numeracy skills in sufficient depth but, currently, the curriculum does not meet the needs of all pupils

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or make a sufficient contribution to their learning. Enrichment opportunities to inspire pupils and promote their creative writing are limited. Very few pupils use computers to help them learn. Partnerships with the local cluster of schools provide some opportunities for collaborative planning and enrichment but they are not leading to improved outcomes for pupils.

When asked, the vast majority of pupils said they feel well cared for, are kept free from bullying and know who to talk to if they have concerns. Nurture groups enable small numbers of pupils whose circumstances have made them vulnerable to feel secure and forge friendships. However, the support and guidance provided for pupils who have special educational needs and/or disabilities are inadequate. Some teachers are unaware of the specific needs of these pupils so lessons are not planned to meet them. The pupils' progress is not monitored and, consequently, they underachieve. This lack of insight into the performance of different groups of pupils means that the school is not adequately promoting equal opportunities.

In the prolonged absence of a deputy headteacher, the headteacher has led the school with a weakened senior leadership team. Despite this, she has acted decisively to tackle some poor teaching and resolve most staffing issues. She has been unable to raise overall achievement or secure the necessary school improvement. Self-evaluation is detailed but is inaccurate because it ignores many of the weaknesses that prevent the school from being satisfactory. Recent appointments, including a deputy headteacher, a coordinator of special educational needs and a number of teachers, are providing the school with additional capacity to improve and there are early signs of improvement, particularly to the quality of teaching and strategic planning. Some middle managers make only a limited contribution to driving improvements. The governing body meet their statutory duties including safeguarding, which is good, and provide effective support for the headteacher, but the level of challenge provided by them is insufficient to bring about improvements. Value for money is inadequate.

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

- Raise achievement in Key Stages 1 and 2, especially in writing and mathematics, so that most pupils meet the ambitious targets set for them in this year's improvement plans by:
  - eradicating inadequate teaching and increasing the proportion of good or better teaching to at least 50% by 2012
  - sharing best practice, modelling good teaching and providing additional staff training in the teaching of writing and mathematics for those who need it most
  - embedding newly introduced procedures for assessing pupils' progress so that teachers and managers have an accurate overview of how well all pupils are achieving and are able to intervene early to provide additional support for those at risk of underachieving
  - improving the identification of, and guidance and support provided for

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pupils with special educational needs and/or disabilities and closely monitoring how effectively teachers use this information to narrow the gap between their attainment and that of similar pupils nationally by 2012.

- Improve the quality of the curriculum and its impact on outcomes for pupils by:
  - ensuring it is modified to meet the needs of pupils of different ages, abilities and interests and becomes firmly embedded by July 2012
  - mapping out where and when pupils' writing and numeracy skills will be taught, practised and improved across all subjects, and checking if they are delivered
  - providing more enrichment opportunities, including school visits, visitors and collaborative activities with other schools to stimulate pupils' creative writing
  - making more use of information and communication technology to enhance learning.
  
- Improve the quality of leadership and management to accelerate the rate of improvement and ensure that outcomes for pupils are significantly better in 2012 by:
  - engaging all leaders and managers, teachers, teaching assistants and the governing body, as a matter of urgency, in an accurate evaluation of the school and the actions needed to address its weaknesses
  - providing clear and coherent senior leadership so that all staff understand fully their roles and the expectations of them
  - increasing the frequency of lesson monitoring, the scrutiny of teachers' planning and marking, and checking of pupils' work
  - ensuring all leaders of subjects and key stages make thorough use of assessment data, and are held fully accountable for the standards achieved in their area of responsibility
  - reporting improvements made to the governing body as a standing agenda point in its meetings to enable it to provide further challenge for senior leaders and greater scrutiny of the school's overall performance.

## Outcomes for individuals and groups of pupils

**4**

Attainment on entry is below average. By the end of Key Stage 1 it is very low. The percentage of pupils attaining the expected levels in reading, writing and mathematics by the end of Year 2 has fallen from above to well below national averages in the past two years. Pupils' vocabulary is under-developed and they are not given sufficient opportunities to develop it through creative writing tasks. Pupils practise their handwriting but the quality of their presentation is left unchallenged, so work is often untidy and incomplete. Attainment is better in reading because pupils have regular opportunities to read together and read to adults. Additional numeracy support is helping a small proportion of pupils with weak numeracy skills to catch up. School data show that most targets were not met and that the progress made by

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pupils in Years 3 and 4 was inadequate. The majority of pupils underachieve and notable gaps have developed in the performance of boys compared with that of girls. In addition, pupils known to be eligible for free school meals and pupils with special educational needs and/or disabilities achieve less well than similar pupils nationally.

Inspectors found that pupils behaved very responsibly during the inspection, but they and their parents and carers raised some concerns about low-level disruption caused by a small minority of pupils. Pupils lead healthy lifestyles by eating sensibly, participating in regular exercise and responding well to the advice about looking after themselves. A large proportion of pupils volunteer to lead others at playtimes, help with road safety and act as school councillors. They make a satisfactory contribution to the wider community through fund-raising and engaging in events at the local church.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	4
The quality of pupils’ learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>3</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Although teaching is inadequate overall, examples of good practice were observed. In the best lessons, teachers balance teacher-talk with extended periods of time for independent work in small groups. They use interactive whiteboards to capture pupils’ interest and plan different tasks matched to their abilities. This good practice is not shared across the school. Most teaching is less effective because teachers display low expectations of pupils. They plan learning that is too easy so pupils complete it quickly and are left unchallenged. On other occasions, pupils’ prior attainment is not taken into account during lesson planning, leaving pupils with work

<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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that is too hard because they have not learnt the basic skills beforehand. Marking is inconsistent; it does not always identify the next steps needed to help pupils improve their work. Recent appointments have strengthened the quality of teaching by sharing ideas and joint planning, but assessment practice and the use of data to track pupils’ progress remain fundamental weaknesses across the school. Only recently have all teachers collated information to accurately gauge how well pupils are doing and submitted this to senior leaders. These new procedures are not firmly embedded and are not making a significant impact on raising pupils’ achievement.

New curriculum planning implemented this year is an improvement on the previous model. Whole-school training has helped to foster greater curriculum continuity and creativity, and identifies opportunities for assessing key skills. However, these are not sufficiently mapped across all subjects to indicate where they will be taught. These new developments are improving the curriculum but, currently, it does not enable most pupils to acquire the knowledge, skills and understanding needed to secure their future economic well-being.

Good-quality care begins at the start of the school day for small numbers of pupils who enjoy eating and playing well together at the breakfast club. Support and guidance, especially for some groups of pupils, are weak and do not ensure that they continue to achieve as they move through the school. Staff work hard to involve parents and carers but not all of them actively engage in school life, although most ensure their children’s regular attendance. Transition arrangements for pupils moving from the Reception class into Year 1 are ineffective because, by the end of Year, 1 the progress of most pupils has slowed considerably.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</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>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

Staffing issues have absorbed an inordinate amount of the headteacher’s time and have adversely affected the capacity to embed ambition and drive improvements since the last inspection. The headteacher, with the support of the governing body is rebuilding capacity. She has appointed a deputy headteacher to assist her and secured an experienced coordinator of special educational needs. Both have made an immediate impact and along with other key staff are beginning to raise expectations and improve procedures. Detailed plans for improvement incorporate aspirational targets in English and mathematics. Leaders of English, mathematics and science and of the key stages are developing their understanding of their roles but are not

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yet held fully accountable for the standards attained in their areas of responsibility. The frequency of lesson monitoring, scrutiny of others’ planning and marking, and checking of pupils’ work is not well embedded. The governing body regularly checks safeguarding arrangements meet national requirements, including the single central record of staff. Staff training is complete and regularly updated and parents endorse the school’s actions to keep pupils safe. It ensures that the school promotes community cohesion satisfactorily. The Chair of the Governing Body and the vice-chair are committed to bringing about improvements but acknowledge that they have to increase their level of challenge and scrutiny to tackle the school’s weaknesses. They do not have sufficient information on how well the school is performing to challenge senior staff.

*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>4</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>2</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**

Good leadership of the Early Years Foundation Stage has helped to deliver notable improvements so that children make satisfactory progress in their learning and attain outcomes that are the same as those achieved nationally. Thorough self-evaluation has helped to identify the main strengths and weaknesses and detailed development planning has improved provision, which is securely satisfactory. The quality of teaching, which is often good, has boosted children’s development of language. Children are kept very safe; they learn and play well together and eat healthily at break-times. Activities are well planned both indoors and outside, and most children readily engage in them. At times, some children spend too long on one activity; a few lack guidance to show them how to join in activities with others. Adults support teachers effectively by making regular assessments of how well children are developing.

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*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	2

## Views of parents and carers

Few parents and carers returned questionnaires. Most of those that did respond were very supportive of the school and the headteacher. A small minority did not agree that behaviour is well managed. Inspectors found no evidence of this during the inspection but listened to parents and carers, and pupils whose views did suggest that, at times, some low-level disruption takes place.

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

Ofsted invited all the registered parents and carers of pupils registered at Pot Kiln 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	53	9	47	0	0	0	0
The school keeps my child safe	8	42	11	58	0	0	0	0
The school informs me about my child’s progress	4	21	15	79	0	0	0	0
My child is making enough progress at this school	5	26	10	53	1	5	0	0
The teaching is good at this school	8	42	9	47	1	5	0	0
The school helps me to support my child’s learning	9	47	9	47	0	0	0	0
The school helps my child to have a healthy lifestyle	7	37	12	63	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)	3	16	12	63	0	0	0	0
The school meets my child’s particular needs	10	53	8	42	1	5	0	0
The school deals effectively with unacceptable behaviour	5	26	6	32	5	26	0	0
The school takes account of my suggestions and concerns	4	21	13	68	0	0	0	0
The school is led and managed effectively	7	37	9	47	2	11	0	0
Overall, I am happy with my child’s experience at this school	7	37	10	53	1	5	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.**



13 October 2011

Dear Pupils

**Inspection of Pot Kiln Primary School, Sudbury, CO10 0DS**

Earlier this week I visited your school. Thank you for making me and the other inspectors feel most welcome. We found that you enjoy school, you attend regularly and feel very safe. We noted a number of things that the school does really well, for example, it looks after you very well and makes sure that you all lead a healthy lifestyle. We found that your school requires 'special measures' because we also noted a lot of things that need improving so that you all achieve as well as you possibly can and are well prepared for upper school in a few years' time.

So, we have asked your headteacher to make some improvements by:

- making sure that you all make enough progress in Key Stages 1 and 2, especially in writing and mathematics lessons, and that you meet the targets set for you
- making the curriculum really interesting by giving you more opportunities to use information and communication technology, go on school visits and welcome visitors to your school
- asking your teachers to check your work regularly and assess how well you are doing more often.

Inspectors will be returning later in the year to spend some time with you and see if things are getting better. Meanwhile, you can help Mrs Hyde by improving the presentation of your work and really working hard in lessons.

Best wishes for the future

Yours sincerely

John Mitcheson  
Her Majesty's Inspector.

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