

# Pakeman Primary School

## Inspection report

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<b>Unique Reference Number</b>	100418
<b>Local Authority</b>	Islington
<b>Inspection number</b>	376393
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Marion Wallace

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicola Manby
<b>Headteacher</b>	Lynne Gavin
<b>Date of previous school inspection</b>	2–3 July 2009
<b>School address</b>	Hornsey Road Islington London N7 6DU
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 teachers in 23 lessons, and held meetings with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at its improvement plan and those for subjects, the governing body minutes, assessment information and curriculum planning. In addition, they carried out a scrutiny of pupils' work, listened to readers and analysed 99 questionnaires received from parents and carers.

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

- The provision for phonics (the sounds that letters make) in the Early Years Foundation Stage and the progress children make.
- The provision for reading in Key Stage 1 and 2 and the progress pupils make.
- The challenge for more-able pupils in Key Stage 1 and more-able boys in Key Stage 2.
- The provision made for individual pupils with special educational needs and/or disabilities and the progress they make, given that outcomes have been variable within this group.

## Information about the school

Pakeman Primary School is a larger-than-average-sized primary school situated in the Finsbury Park ward of Islington. The very large majority of pupils are from minority ethnic groups and the predominant groups are Turkish, Somali, Bengali and White British. The percentage of pupils who speak English as an additional language is significantly above average and a small minority of pupils are in the early stages of learning English. The percentage of pupils with special educational needs and/or disabilities and the proportion with a statement of special educational needs is well above average. Their needs relate mainly to learning difficulties with some emotional and behavioural difficulties. The proportion of pupils known to be eligible for free school meals is well above average. Mobility is very high and many pupils join and leave other than at the usual times. The Early Years Foundation Stage provision is in a Nursery and two Reception classes. There is a breakfast club and an after-school club on the school site. This provision is managed by the governing body.

**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?**

**2**

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

**2**

## Main findings

Pakeman is a good school. Pupils achieve well in both their academic and personal development. Parents, carers and pupils appreciate the excellent quality of care and the exciting learning opportunities. One parental comment summed up the views of the vast majority: 'The school is a very caring and friendly place; the headteacher greets the children every day as they go into school. The children love school, teachers are always there to give advice.' Pupils were equally positive. One pupil spoke for many when saying, 'We like the school very much. It is like a sanctuary and it helps us improve our work and learn a lot.'

These are the key strengths of the school.

- Children settle into the Nursery and Reception classes extremely well and make good progress in all areas of learning because adults establish very good relationships and young children develop confidence to learn.
- Good teaching enables pupils, including those with special educational needs and/or disabilities and from a range of backgrounds, to make good progress in all aspects as they move through the school.
- Relationships are strong and the school ethos is supportive, and consequently pupils make good gains in their personal development.
- They learn to make an excellent contribution to their school and wider community.
- Pupils have an excellent awareness of how to lead a safe and healthy lifestyle, and older pupils act as ambassadors leading playground activity sessions.
- Safeguarding procedures are excellent.
- The vast majority of pupils enjoy coming to school and this is reflected in above average attendance.
- Care, guidance and support are outstanding, so pupils gain confidence, behave sensibly and are enthusiastic learners who have a mature attitude to their work.
- Pupils enjoy the curriculum. Provision for music, art, physical education, and information and communication technology (ICT) are particular strengths.
- The headteacher and senior management team are good role models who, together with an active governing body, lead the school effectively and have a clear vision for its future improvement.
- Excellent links with parents and carers, the local community and external agencies contribute effectively to pupils' learning and their well-being. Partnership links with local businesses support learning well.

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These are weaker areas.

- Achievement in reading and writing are good but the standards pupils reach are not as high as in mathematics.
- Teachers sometimes miss opportunities to ensure pupils fully extend their writing and reading skills across the curriculum.

All staff are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems for evaluating the strengths and further areas for development of the school. The school's good organisation and strong, shared vision underpin its good capacity to continue moving forward.

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

- Raise standards in reading and writing to the same level as mathematics by:
  - increasing the level of challenge and the expectations for what all pupils can achieve
  - ensuring that teachers plan more rigorously and seize every opportunity to extend pupils' writing and reading skills.

**Outcomes for individuals and groups of pupils****2**

Most children join the Nursery class with an exceptionally low level of skills and experiences for their age. A significant number of children enter Reception with no pre-school experience and speaking little or no English. Children make good progress in both the Nursery and Reception classes in all areas of learning. Pupils make good progress throughout the school and reach broadly average standards by the end of Year 6.

In the last year, the school identified that some pupils with special educational needs and/or disabilities were not making as much progress as their peers. This issue has now been addressed through improved levels of support and there are now no significant gaps between groups of pupils with special educational needs. Pupils with a statement of special educational needs, others with special educational needs and/or disabilities and those who arrive later than at the usual times all make good progress, as do more-able boys in Key Stage 2 and more-able pupils in Key Stage 1. Improved provision and targeted support has helped to close gaps.

All pupils enjoy mathematics. In a Year 2 numeracy lesson, all pupils made good progress identifying different shapes. More-able pupils used the internet to check difficult shapes such as a quadrilateral. Year 6 pupils showed very good understanding of different ways to present data. They used lively writing in their newspaper articles about *Charlie and the Chocolate Factory* and more-able pupils

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were able to convert a play script to dialogue by changing the tense.

Pupils take a pride in their work, which is neatly presented, and handwriting skills are well developed. The school’s tracking data and the inspection evidence indicate all pupils are on course to reach their challenging targets. Good outcomes are contributing positively to pupils’ future economic well-being. Pupils work cooperatively with a partner and in small groups, and they have a good work ethic. They really enjoy learning because lessons are generally planned effectively and teachers create an exciting climate for learning. Pupils in Key Stage 2 have targets for literacy and numeracy, and they know them well. While pupils achieve very well in their numeracy skills, opportunities to challenge pupils in their reading skills and provide opportunities for extended writing across subjects are sometimes missed.

Pupils behave well because they enjoy coming to school. Attendance is above average and has improved significantly because of all the measures put in place to raise awareness of the importance of regular attendance. Pupils say they feel extremely safe and they can discuss any problems they have with adults. Pupils have an excellent knowledge of what constitutes a healthy lifestyle, selecting healthy options from the school lunches and attending the wide range of activities. They make an excellent contribution to their school and local community. All children learn to be responsible and enjoy opportunities to be class monitors and playground friends. The school council is very well organised and pupils plan, organise and run events such as local bulb planting, an afternoon tea and concert for the ‘Day Centre for Elderly People.’ Pupils’ spiritual, moral, social and cultural development is good. They show real enthusiasm for music and art. Pupils learn to make a very positive contribution to their school, local, national and global community by raising money for charities. Their awareness of cultures abroad is less well developed.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>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</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

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<b>contribute to their future economic well-being</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 large majority of lessons observed during the inspection were good and a few were outstanding. Teachers use assessment information well to plan interesting work. Questions are used effectively to check pupils' knowledge and understanding, and pupils enjoy well-planned opportunities to discuss their ideas with a partner. Older pupils know what they have to do to improve. Marking gives pupils a clear idea of how to improve their work and older pupils are responding individually to their teachers' comments and challenges. Pupils with additional needs are very well supported by teaching assistants in class and small groups so they make good progress. The pupils learning English as an additional language make good progress because they are well supported by the school and support services. Excellent guided reading sessions were observed during the inspection but teachers sometimes miss opportunities to challenge and extend pupils in their reading and writing tasks.

A strong personal and social education programme assists pupils' good personal development, especially their social and moral development. Pupils enjoy the curriculum and this contributes to their enthusiasm for learning. The curriculum is well planned but opportunities for pupils to extend writing and to challenge reading in other areas of the curriculum are sometimes missed. ICT skills are used very effectively to support learning in other subjects. Specialist teaching in music, art and physical education is extremely well organised and this contributes to the standards achieved. Curriculum enrichment is good and the wide range of visits, clubs and activities are popular and well attended.

The extremely caring ethos results in very happy pupils who thoroughly enjoy school life. Pupils' needs are central to the work of the school and all adults effectively help children, parents and carers to get the best from learning by excellent communication. The school works extremely effectively with external agencies to support all pupils and families in need of help. Induction and transition arrangements for children entering the school in the Early Years Foundation Stage and when moving on to other schools are excellent. The school gives sensitive support to its pupils with special educational needs and those families whose circumstances make them vulnerable. Attendance and punctuality have improved significantly because of the excellent links with parents and carers.

*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

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<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>1</b>

## How effective are leadership and management?

The headteacher's skilful management and efficient leadership have permeated the school. All senior and middle leaders communicate drive and ambition very effectively and they have a thorough understanding of the strengths and weaknesses of the school. Rigorous leadership and management of teaching have ensured that the vast majority of teaching is good or better. There is a strong sense of purpose and desire to overcome any difficulties. All staff are keen to go the 'extra mile', and the school deploys its resources well, particularly to provide extra support and intervention for pupils and families who may face significant difficulties and barriers to learning. As a result, any gaps between groups are closing rapidly.

The school's evaluation of its own performance is rigorous. Tracking of progress over time is thorough, and senior leaders quickly identify any dips and develop sensible strategies and interventions to promote improvement. Appropriate developmental areas to improve further the effectiveness of the school are clearly identified in the school improvement plan. The governing body ably supports staff and challenges the school effectively to ensure school improvement initiatives are successful. The governing body monitors and evaluates the work of the school effectively and is well organised.

All safeguarding procedures and checks on adults are exemplary; the governing body monitors the site and procedures rigorously. The school's recording procedures for safeguarding are regarded as an exemplar and used by local schools. Child protection, risk assessment and safeguarding procedures meet current statutory requirements and represent examples of excellent practice.

The rich cultural diversity of the school is valued and consequently the promotion of community cohesion is effective because pupils develop a very strong understanding of their school and local community. The school has developed links with children in Zimbabwe and Sudan but understanding of cultures in other parts of the United Kingdom and global communities is less well developed. The school promotes equality well, ensuring that there is no discrimination between different groups. This is reflected in the good or better progress of all groups of pupils, including those who enter the school at different points and who join the school with no or very little English. Excellent partnership links with local schools and various support agencies contribute to the school's good provision.

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*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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>2</b>

## Early Years Foundation Stage

Children settle extremely well into the Nursery and Reception classes because links with parents, carers and the local community are excellent. Children make good progress in both the Nursery and Reception classes in all areas of learning and in their personal, social and emotional development. They develop confidence and learn to speak and communicate with others, and behave well because they enjoy the activities and develop very good relationships with adult helpers. The children who enter school speaking no or very little English are well supported and they make the same progress as their peers. Personal aspects of care and welfare are exemplary and this contributes to a very positive start. Children have good opportunities to learn through activities led by adults and those they choose for themselves. Good teaching, excellent links with parents and carers, and extremely well-planned induction arrangements contribute successfully to children's enjoyment of school. Opportunities for using the outdoor area to enhance all areas of learning are well developed. Occasionally, adults miss opportunities to challenge more-able children.

High levels of support in the Nursery enable children to settle well into school life. The children made good progress learning to use their fingers and hands to represent numbers and respond to simple counting songs such as, 'One two three four five ...caught a fish alive.' Adults also use counting skills well in Reception as children count down the days until they visit London zoo. Provision for phonics is good and children make good progress modelling letter sounds, and this enables them to explore spellings of three-letter words such as 'pig', 'cat' and 'fan'. Children enjoy listening to stories, and there are good opportunities for them to use their imagination and develop their social skills in the home corner role-play area preparing meals for others and washing up. Provision for children new to this country

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is excellent and they make very good progress because of the quality of support they receive. The provision is well led and managed.

*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

## Views of parents and carers

A very large majority of the parents and carers who returned questionnaires are happy with the school and feel it is welcoming and friendly. The overwhelming majority say that their children enjoy attending and most say that they make good progress. Parents and carers regard the school as caring and supportive, and say the staff are approachable. They identified a number of strengths including the school trips, the music and the excellent induction procedures. Most felt that the school meets individual needs well and almost all parents and carers feel they are equally well informed about their children’s progress.

A few parents and carers felt that their children were not making enough progress and that the school did not always meet individual needs. A few felt that their suggestions and concerns were not always considered. During this inspection, inspectors found individual children’s needs were extremely well catered for and that the school provides excellent opportunities for parents and carers to learn about their children’s progress. Most pupils make good progress but inspectors found teachers occasionally missed opportunities for pupils to develop their reading and writing skills.

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

Ofsted invited all the registered parents and carers of pupils registered at Pakeman 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	66	34	34	0	0	0	0
The school keeps my child safe	60	61	38	38	1	1	0	0
The school informs me about my child’s progress	59	60	37	37	2	2	1	1
My child is making enough progress at this school	45	45	44	44	7	7	2	2
The teaching is good at this school	49	49	43	43	5	5	0	0
The school helps me to support my child’s learning	59	60	36	36	3	3	1	1
The school helps my child to have a healthy lifestyle	47	47	48	48	4	4	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)	40	40	50	51	3	3	1	1
The school meets my child’s particular needs	42	42	51	52	6	6	0	0
The school deals effectively with unacceptable behaviour	47	47	43	43	4	4	1	1
The school takes account of my suggestions and concerns	43	43	44	44	6	6	1	1
The school is led and managed effectively	49	49	45	45	3	3	1	1
Overall, I am happy with my child’s experience at this school	58	59	30	30	7	7	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.**

8 November 2011

Dear Pupils



### **Inspection of Pakeman Primary School, Islington N7 6DW**

Thank you all very much for welcoming us to your school. We thoroughly enjoyed talking with you and your teachers. We will remember how polite and considerate you all were and how well you all behaved. Your singing in assembly was superb. You and your parents and carers told us that Pakeman is a good school, and we agree. These are the things we found that your school does well.

- You get off to a good start in the Nursery and Reception classes and make good progress through the school because teaching is good.
- You all enjoy learning and your attendance is above average. Teachers give you interesting things to do.
- Your behaviour is good and you are sensible and know how to keep safe and lead a healthy lifestyle extremely well.
- You really enjoy and benefit from the many activities, clubs, visits and visitors.
- Your school cares for you and your families extremely well and teaches you a lot about how to care for others.
- There are good opportunities for you to take on responsibilities, help others and contribute to helping your school improve even more.
- Those of you who join the school other than at the usual time, or who speak very little or no English, settle in very well and make good progress.
- Your headteacher, senior teachers and governing body work well together and lead the school well. All the staff work effectively together as a team to make sure that Pakeman is an extremely safe and secure, fun place to learn.

There are two things we have identified for staff and the governing body to improve.

- Ensure that you reach the same standards in reading and writing as you do in mathematics.
- Make sure that you have as many opportunities as possible to develop your reading and writing skills.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace  
Lead inspector

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