

# The St Teresa Catholic Primary School

## Inspection report

---

|                                |                      |
|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 101238               |
| <b>Local Authority</b>         | Barking and Dagenham |
| <b>Inspection number</b>       | 363650               |
| <b>Inspection dates</b>        | 5–6 July 2011        |
| <b>Reporting inspector</b>     | David Shepherd       |

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> | 218                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Jim Keating                       |
| <b>Headteacher</b>                         | Michael Corcoran                  |
| <b>Date of previous school inspection</b>  | 15 January 2008                   |
| <b>School address</b>                      | Bowes Road<br>Dagenham<br>RM8 2XJ |
| <b>Telephone number</b>                    | 020 8270 4757                     |
| <b>Fax number</b>                          | 020 8270 4756                     |
| <b>Email address</b>                       | office@st-teresa.bardaglea.org.uk |

---

|                          |               |
|--------------------------|---------------|
| <b>Age group</b>         | 3–11          |
| <b>Inspection dates</b>  | 5–6 July 2011 |
| <b>Inspection number</b> | 363650        |

---

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 documentation 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 three additional inspectors, who observed 16 lessons led by eight different teachers. Meetings were held with the senior staff, a group of pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 105 parents and carers, 17 staff and 100 pupils were received and analysed.

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

- Why boys appear not to perform as well as girls in reading and writing in Year 6 and whether this is replicated throughout the school.
- The consistency of effectiveness of teaching and assessment throughout the school.
- The impact of the monitoring carried out by middle leaders on pupils' progress and attainment. The impact of the monitoring carried out by middle leaders on pupils' progress and attainment.

## Information about the school

This school is smaller than most primary schools and draws its pupils from the local area. The proportion of pupils from minority ethnic backgrounds is above average, as is the proportion who speak English as an additional language. A lower than average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils who have a statement of special educational needs is below average. Lower than average proportions of pupils are known to be eligible for free school meals. The Early Years Foundation Stage consists of one Nursery class and one Reception class. The school has gained a Healthy Schools award.

**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

The St Teresa Catholic Primary School is a good school. Children get off to a good start in the Early Years Foundation Stage. This is built on through the school, and pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in line with their capabilities. This is because teaching is good. Excellent care, guidance and support mean that pupils enjoy school, feel extremely safe, get on well together, lead very healthy lifestyles, and play a significant part in enabling the school to run smoothly. Behaviour is good and attendance is high. Pupils are gaining a good understanding of cultural diversity both within their own community and globally.

Pupils' attainment at the end of Year 6 is above average in English and mathematics. Attainment in reading is improving and is particularly high. In Year 6 this year, boys are reaching higher levels of attainment than girls in these subjects. This is different from last year when girls attained higher levels in these subjects. The attainment of boys and girls differs between different cohorts of pupils. Throughout the school, there is little difference in the progress made by boys and girls in these subjects, although girls generally attain higher levels than boys in reading and writing. This reflects the national trend in these subjects.

Relationships between pupils and adults are consistently good, and this is a key feature of lessons. As a result, pupils try hard to please staff. Teaching contains a number of strengths. Planning is good but, while the purpose of lessons is included in planning, on a few occasions there is not always sufficient detail about what pupils at different levels of ability are expected to learn. This means that the level of challenge is not always as appropriate to their abilities as it should be. Feedback to pupils and marking are encouraging and provide good guidance for pupils about how to improve as well as ensuring there is time for them to respond to suggestions made. However, these good features are not consistently present in all lessons and in some there are too few opportunities for pupils to consider and learn from their own mistakes. The curriculum meets pupils' needs well and is enriched by a wide variety of visitors to the school and visits to places of interest. However, in a few classes, pupils are not provided with enough opportunities to work independently, to solve problems and to carry out investigations. This is especially the case in mathematics and science. Effective links with outside agencies and other schools are leading to improved outcomes for pupils.

The headteacher provides clear leadership, and strong teamwork between the headteacher, staff and the governing body is a notable feature of leadership and management. The headteacher and senior staff understand the school's strengths and weaknesses well. Their evaluations are accurate and rigorous, and have led to clear improvements in provision and outcomes. Senior staff are supporting middle leaders well

**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

on developing their skills of monitoring and evaluation, and are having a marked impact in improving progress and attainment in their areas of responsibility.

Links with parents and carers are good. The governing body is keen and supportive. Self-evaluation is accurate and appropriate priorities for development are identified. This, along with the good relationships throughout the school and the school's success in raising attainment in reading, demonstrates the school's good capacity to sustain further improvement.

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

- By April 2012, provide pupils with more opportunities to work independently, to solve problems and to carry out investigations, especially in mathematics and science.
- By April 2012, build on existing good practice to improve the quality of teaching and assessment by ensuring that all teachers consistently:
  - identify what pupils of different abilities are to learn in lessons
  - indicate in marking the next steps in learning and provide pupils with opportunities to correct their mistakes. indicate in marking the next steps in learning and provide pupils with opportunities to correct their mistakes.

## Outcomes for individuals and groups of pupils

**2**

Pupils' achievement is good, given that they start in Year 1 with skills that are broadly average, and progress to the point where test results, as well as standards seen by inspectors in lessons and books, are above average. Pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, successfully apply their well-developed basic skills across the curriculum and are well equipped with wider skills and personal qualities for their future lives. The progress made by pupils known to be eligible for free school meals is also good.

Pupils settle down quickly to their work. For example, in Year 6, pupils responded enthusiastically when devising problems for their classmates to solve in mathematics games that matched fractions to percentages. These tasks were set for all the pupils and were challenging, proving too difficult for some less-able pupils. Year 3 pupils worked eagerly at their role play creating characters that were represented in the scary poem they had just heard. This provided pupils with a good opportunity to enjoy text and bring it to life as they rehearsed their roles with their partners in the school playground. Providing pupils with good opportunities to read and enjoy books is a reason why attainment in reading is so high.

Pupils have excellent knowledge and understanding about healthy eating and the importance of regular exercise. They really enjoy physical activities in lessons and at playtimes which help promote their very healthy lifestyles. The impact of the Healthy Schools award can be seen by pupils' positive responses in their questionnaires. Pupils' behaviour was good during the inspection, and was often exemplary. However, a few pupils indicated in their questionnaires that behaviour is not always as good as this. Pupils make an excellent contribution to the school and local communities. For example, they act as play buddies helping others with playground activities and have raised money for a

**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

wide range of charities at home and abroad. They sing carols in their local community and present gifts to senior citizens. Elected pupils represent their peers on the school council. Pupils reflect thoughtfully upon some of the broader issues in life, such as thinking about others who are less fortunate than themselves. Attendance is high and this reflects their enjoyment of school.

*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:<br>Pupils' attainment <sup>1</sup>   | 2        |
| 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 contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 1        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</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

## How effective is the provision?

Teachers' planning and classroom organisation are effective in enabling lessons to flow smoothly. Teachers and teaching assistants provide good guidance and support for pupils. They support pupils with special educational needs and/or disabilities and those with English as an additional language well on an individual and/or group basis and this helps these pupils in their understanding of particular aspects of their work. This additional teaching helps these pupils make good progress. Occasionally, the introductions of lessons are too long for some pupils to sustain their concentration, and the pace of learning in these lessons is too slow.

Provision to promote pupils' personal development is included effectively throughout the curriculum. Pupils receive good opportunities to develop their computer skills, and learn about the world around them now and in the past in geography and history lessons. Occasionally, work in mathematics is too repetitive and does not challenge pupils

**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

sufficiently to solve problems, and not enough opportunities are provided for pupils to carry out their own investigations in science.

Very good arrangements for pupils joining the school at the beginning of the school year and at other times ensure that they settle very quickly. In replies to their questionnaires, most pupils responded that they were looked after well by staff. Pupils with special educational needs and/or disabilities are identified effectively and good provision is allocated to meet their needs. The school enlists the support of all appropriate agencies and works very well with parents and carers to meet pupils' special social and emotional needs. One parent reflected this when writing, 'I am extremely happy with the care, support and education that my child receives from St Teresa's.' Procedures for promoting attendance are excellent, as indicated by high levels of attendance. Transition arrangements are outstanding from the Reception class into Year 1 and from Year 6 to secondary school.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <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?**

Morale is very high because staff feel that their contributions are valued by the headteacher and senior leaders. There is a strong sense of pulling together to achieve goals because the headteacher, ably supported by the deputy headteacher, has successfully instilled a sense of ambition and drive to improve the work of the school. The school identifies appropriately the strengths and weaknesses of teaching and learning and incorporates the areas for development into plans of action. Monitoring and evaluating progress and attainment are systematic but on a few occasions are not always rigorous enough to correct the inconsistencies in teaching and learning in some classes.

The school has good relationships with parents and carers. As one parent, reflecting a typical view, wrote, 'The school has an engaging team of teachers ably led by the vibrant and approachable headteacher.' Initiatives such as the school website, monthly newsletters, termly curriculum letters, parents' notice board and text messaging all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for consultation evenings, assemblies and workshops.

The governing body is effective. It is keen, enthusiastic and ambitious for the school to do well. It is supportive and shows high levels of commitment to the school. The governing body provides appropriate challenge to the school, but has not fully engaged all parents and carers in the life and work of the school. Safeguarding procedures are good. Staff are rigorously vetted and trained regularly in child protection procedures. Links with the local authority, medical services, local schools, the sports partnership and the diocese all help to

**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

promote effectively the personal development and well-being of pupils as well as providing opportunities to consolidate and extend their physical education skills.

The school promotes equality well for the different groups in the school and tackles any racist behaviour and discrimination effectively. This enables all groups of pupils to achieve well. Community cohesion is good. Pupils have a good knowledge and understanding of their local, national and international communities.

*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:<br>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>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>2</b> |

## Early Years Foundation Stage

Children join the nursery class with skills and abilities that are below those typically expected for their age. They make good progress from these starting points in all areas of their learning. Children with special educational needs and/or disabilities and those who speak English as an additional language also make good progress in line with their capabilities.

Children enjoy their learning and tackle their activities with relish and enthusiasm. They are looked after well and are kept safe. They are given good opportunities to chat to adults about what they are doing. They practise the sounds letters make (phonics), read, write, count and play with toys and other equipment, and are challenged effectively at their different levels of skills and abilities. Behaviour is good and children get on well with each other and with adults. The outside learning environment is particularly stimulating and very well organised. It provides children with an enjoyable range of activities that help develop their understanding and skills in all areas of learning. However, this area is not used as extensively as it might be. The inside environment also includes a wide range of activities. The balance between adult-led and child-initiated activities is good. The Early Years Foundation Stage is well led and staff work well together as a team and have a good understanding about early years provision. Children's progress is monitored and

**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

recorded systematically on a daily basis. Records of children's achievements are kept in a special book that all children take home. This book includes activities from each area of learning so that children's progress can be tracked. Links with parents and carers are good. However, parents and carers are not encouraged enough to come into the Early Years Foundation Stage classrooms when bringing and collecting their children. Induction procedures are good and children settle quickly into school routines.

*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

The return of the Ofsted questionnaire was above average. The views of parents and carers were positive. Approximately one half of the questionnaires returned included written comments, most of which were positive. Parents and carers say that their children enjoy school and are kept safe. They feel the school helps them to support their children's learning at home and keeps them informed about their progress. They regard the leadership and management of the school as good. One parent wrote, 'A wonderful school that feels safe for our children. Everyone knows each other and treats each other with respect. Teaching and support staff make our children feel special and cared for.'

A small number of parents and carers wrote about a few concerns that they had about the school but these were not typical of the cross-section of parents and carers who returned the questionnaire.

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

Ofsted invited all the registered parents and carers of pupils registered at The St Teresa Catholic 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 88             | 84 | 16    | 15 | 0        | 0 | 1                 | 1 |
| The school keeps my child safe  | 88             | 84 | 15    | 14 | 0        | 0 | 1                 | 1 |
| My school informs me about my child's progress  | 73             | 70 | 27    | 26 | 2        | 2 | 2                 | 2 |
| My child is making enough progress at this school   | 74             | 70 | 25    | 24 | 0        | 0 | 2                 | 2 |
| The teaching is good at this school   | 77             | 73 | 27    | 26 | 0        | 0 | 1                 | 1 |
| The school helps me to support my child's learning  | 73             | 70 | 30    | 29 | 1        | 1 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 73             | 70 | 30    | 29 | 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) | 70             | 67 | 31    | 30 | 1        | 1 | 1                 | 1 |
| The school meets my child's particular needs  | 67             | 64 | 35    | 33 | 0        | 0 | 2                 | 2 |
| The school deals effectively with unacceptable behaviour  | 70             | 67 | 34    | 32 | 0        | 0 | 1                 | 1 |
| The school takes account of my suggestions and concerns   | 58             | 55 | 37    | 35 | 3        | 3 | 2                 | 2 |
| The school is led and managed effectively   | 77             | 73 | 25    | 24 | 1        | 1 | 2                 | 2 |
| Overall, I am happy with my child's experience at this school   | 81             | 77 | 22    | 21 | 1        | 1 | 1                 | 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      | 46  | 48   | 6            | 0          |
| Primary schools      | 6   | 47   | 40           | 7          |
| Secondary schools    | 12  | 39   | 38           | 11         |
| Sixth forms          | 13  | 42   | 41           | 3          |
| Special schools      | 28  | 49   | 19           | 4          |
| Pupil referral units | 14  | 45   | 31           | 10         |
| All schools          | 10  | 46   | 37           | 7          |

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

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

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

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

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

## Common terminology used by inspectors

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

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



7 July 2011

Dear Pupils

**Inspection of The St Teresa Catholic Primary School, Dagenham, RM8 2XJ**

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a good school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on well with each other.
- You feel safe and understand the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You are well behaved and make a good contribution to the school.
- You learn a lot about different cultures, including some from around the world.
- You have good teachers who look after you well.
- Your attendance is excellent and this shows you like coming to school.

We have asked your headteacher, teachers and the governing body to do two things to make your school better.

- Give you more opportunities to work by yourselves, to solve more problems in mathematics and to carry out more investigations in science.
- Let you know what you are expected to learn by the end of each lesson and how well you have done, and give you more opportunities to carry out the improvements suggested in marking.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd

Lead 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).**