

# Baliol School

## Inspection report

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<b>Unique Reference Number</b>	121780
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359082
<b>Inspection dates</b>	3–4 February 2011
<b>Reporting inspector</b>	Terry McKenzie

This inspection of the school was carried out under section 5 of the Education Act 2005.

The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	25
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Eileen Visser
<b>Headteacher</b>	Mr Drew Anderson
<b>Date of previous school inspection</b>	14 January 2008
<b>School address</b>	Cautley Road Sedbergh Cumbria LA10 5LQ
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**Boarding provision**

**Social care Unique Reference Number**

**Social care inspector**

Michael McCleave

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**Age group** 11–16

**Inspection dates** 3–4 February 2011

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## Introduction

This inspection was carried out by one additional inspector and two social care inspectors. Five lessons were observed taught by four teachers and one teaching assistant. Meetings were held with members of the governing body and staff. The inspectors observed the school's work, including an assembly, residential arrangements and breaktimes. They looked at documentation, such as improvement plans, schemes of work, teachers' plans and school policies. There were no parents' and carers' questionnaires returned by the end of the onsite inspection.

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

- How well teachers use assessment information to challenge students to achieve as well as they can.
- To what extent the curriculum helps students to develop the learning and skills required to prepare them for their future lives.
- The contribution of the boarding arrangements to the educational and social development of students.
- Whether the leaders and managers are effective in improving the school and maintaining staff morale.
- The effectiveness of school managers and the governing body in providing appropriate safeguarding arrangements for students.

## Information about the school

Baliol School provides for students with behavioural, emotional and social difficulties (BESD). Many experience additional challenges to their learning, such as communication difficulties and attention deficit hyperactive disorders (ADHD). All have a statement of special educational needs. Baliol is located in a village on the eastern edge of rural Cumbria and owned by the local authority of North Yorkshire. Students are admitted from all parts of the county and many travel great distances to and from home to attend. It is of broadly similar size to other residential special schools with around 25% of students who are known to be eligible for free school meals. Currently, all but one reside at the school from Monday to Friday during term time. Baliol has maintained Healthy School status.

A new deputy headteacher was appointed in January 2011 and since the last inspection the school has been subject to plans for relocation to a new site closer to Harrogate many miles away. Currently, the school anticipates that the move will be made in December 2011. However, delays have affected the stability of the staffing, with some having already moved on to other employment and with most currently planning not to accompany the school to its new location.

**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**

**3**

## Main findings

The overall effectiveness of the school is satisfactory. Students make good progress and the boarding provision is satisfactory and meets most of the National Minimum Standards for residential special schools. Outcomes, overall, are satisfactory as a few students report that they do not always feel safe in school and senior leaders have only very recently implemented the required procedures to ensure that safeguarding is adequate. Similarly, they have only recently succeeded in reducing the number of physical interventions and exclusions. Almost all students arrive with levels of attainment well below the national average, but most demonstrate rapid progress upon arrival and some begin to catch up quickly with their peers in mainstream schools. Almost all gain qualifications that help them to move on successfully to the next stage of their lives. Most students have average attendance. They enjoy school and their behaviour is good. They appreciate the opportunities that Baliol provides and a typical comment was 'This school has given me qualifications and chances that I would not have got anywhere else'. The wide range of sporting and social opportunities brings students into contact with other members of the community. The extensive education and vocational arrangements at a local college also help them to understand about other people and the ways that they live and work.

Teaching is good and teachers make good use of assessment information overall. However, although students make good progress, the learning targets for lessons are occasionally too broad. The good curriculum is designed well to match the needs and interests of individual students closely. They have choices about the learning that is undertaken and this supports their good achievement. The care provided for students is good and the cooperation between education and boarding staff is improving as a result of the implementation of recent strategies, such as the thorough handover between education and boarding staff in the mornings and evenings. Thus, the support for students is becoming more consistent. Relationships with parents and carers are good and senior leaders work hard to ensure that students make the best use of the productive partnerships for learning outside the school.

The school has satisfactory capacity to improve further. The quality of teaching is improving and assessments are utilised by classroom staff with increasing confidence. Senior leaders have had success in raising levels of students' attendance and in reducing the number of physical interventions through careful attention to staff training. Recent reviews and self-evaluation have ensured that plans and procedures are now in place to monitor and improve previously weaker aspects, such as the training in and procedures for safeguarding students. However, these key improvements to safeguarding procedures are very recent.

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.

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

- Set 'small steps' learning targets consistently in lessons by September 2011, so that students can demonstrate even faster progress.
- Maintain the consistency and quality of safeguarding training, policies and procedures throughout the school and boarding so that all students and boarders feel safe.
- Ensure that the school meets the National Minimum Standards for boarding that have not been met.

## Outcomes for individuals and groups of pupils

**3**

Students in every year group make good progress in their classes because of the high-quality support that they receive from staff. Students, usually, settle quickly and are keen to learn, contributing well to discussions and answering questions. Most waste little time and, despite their learning difficulties, remain focussed on tasks. For example, in a design and technology lesson, students started practical work quickly because they were keen to test out their theoretical learning. Students' achieve well and they, mainly, enjoy their learning. For most, however, although they make rapid progress and their attainment rises, it remains much lower than the national average. Nevertheless, by the time they leave school, almost all gain qualifications at Entry Level and GCSE and most obtain passes in the Award Scheme Development Accreditation Network (ASDAN). Consequently, the preparation for their future economic well-being is good and is supported well by the vocational and other learning that takes place in partnership with a local college. For the last three years, all students have gone on to further education, training or employment.

Most students say they feel safe at school although a few report that they do not. Most demonstrate a satisfactory understanding about keeping themselves safe in practical lessons. The school curriculum helps them to learn about staying safe, through sex education, drug and alcohol awareness lessons. They learn about knife crime and street gangs, in cooperation with the police. However, students were able to explain to inspectors that, for example, the restrictions applied to internet access in the school could easily be breached. Nevertheless, students, mainly, demonstrate good behaviour. They eat healthily at school and the active school council ensures that meals are appetizing. Many students enjoy playing competitive sports against other schools and physical education, together with outdoor educational activities, forms a significant part of the curriculum. Thus, there are plenty of opportunities for students to release energy and lower their stress levels. Contributions to community activity take place through regular charity events and by students engaging with local people, for example, through visits to the village for shopping. Spiritual, moral, social and cultural education is good overall because of the gains in personal development that students make. Work is underway to strengthen and enhance the quality of spiritual and cultural education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
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>3</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>
<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:	
Pupils' attendance <sup>1</sup>	3
<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 plan well and provide good lessons. A few are outstanding or contain outstanding aspects. For example, in an English lesson, the teacher utilised skilful questioning to ensure all were included and all had opportunities to contribute. Classroom assistants are directed well to support students. The good relationships that exist between staff and students help them to behave well and complete tasks. In the best lessons, students know exactly how well they are doing because their targets are planned carefully to demonstrate progress. Here, teachers have a good understanding of students' prior attainments and they use assessment information very effectively to match tasks to levels of ability. Senior leaders are considering how to help teachers become even more proficient in the use of assessments to aid learning, by setting targets in small steps so that students can demonstrate even faster progress. In most lessons, students have opportunities to work independently and they make appropriate use of computers. Classrooms are well resourced and students access fully equipped science and technology suites. In some rooms, teachers engage students through the use of new technology, such as interactive whiteboards.

The curriculum is matched well to the needs of the students and this is evidenced by how they, enthusiastically, engage with the planned activities. Some aspects of the curriculum, such as personal, social and health education with citizenship (PSHCE), are addressed in the boarding provision and through the opportunities to engage in sporting activity.

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Students can choose courses at the local college, many of which are related to vocational training and involve 'taster sessions,' or are linked to gaining qualifications. Nevertheless, due attention is maintained throughout the school to the development of basic skills in literacy and numeracy. The overall care, guidance and support for students on a daily basis is good and there is improving communication between boarding and education staff to ensure a continuity of approach. For example, education and boarding staff liaise well to help students during times of transition or when they are choosing work experience. The school has successfully improved attendance and continues in its efforts. Students are helped to improve their behaviour and this contributes to the progress they make.

*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
<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?

The overall quality of leadership and management in embedding ambition and driving improvement is satisfactory. Managers explain that the current low morale of the staff is related to the impending move and consequent loss of employment. The transition to new premises will not take place with the majority of the current staff and this is having a negative impact on staff morale. Leaders and managers have been successful in enabling students to make good progress and the leadership of teaching and learning is good. The governing body and local authority recognise that this is a particularly challenging time for the school.

Senior leaders are effective in scrutinising data to ensure that all students are fully included, can make progress and that none are discriminated against. The curriculum provides good opportunities for all to be able to succeed equally well according to their abilities and interests. Safeguarding procedures are satisfactory overall and senior leaders and members of the governing body are working together to ensure that all policies relating to safeguarding are maintained in accordance with the latest government guidance and reviewed regularly and accurately. The satisfactory governing body has become more effective under the leadership of the recently appointed Chair. It undertakes its statutory duties and is beginning to provide more focused support and challenge to the headteacher. Some members of the governing body visit the school regularly in order to undertake checks, for example, on the students' welfare.

Good community cohesion is evidenced through the good relations that Baliol School enjoys with its neighbours. For example, effective procedures are in place to encourage students to redress quickly any difficulties that they might cause to local residents. Maintaining harmonious relationships with others in the school and in the boarding houses is achieved because students are encouraged to live, work and play productively together.



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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>3</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>3</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>

## Boarding provision

The overall quality of boarding at Baliol is satisfactory, although some aspects are good. Recent changes to the management structure of the school have contributed to the promotion of young people's welfare. Most of the recommendations made at the last inspection have been addressed. The provision for promoting the health and well-being of the young people is good. They are encouraged to lead healthy and active lifestyles while attending the school. The PSHCE curriculum is supported by the care staff and provides very good information for the young people on matters, such as health, different cultures and social relationships. There are good links with the local health clinic. Clear procedures are followed for the management, secure storage and administration of medication. Members of staff receive training in the administration of first aid and in the safe handling and administration of medication by the local pharmacy. The young people enjoy a good, healthy diet. The school has achieved the Healthy School status in recognition of the steps it has taken to promote healthy eating. Menus are well planned and nutritionally balanced. There are different choices available, including a vegetarian option. Some young people commented 'The food is great and we get plenty of it.'

Safeguarding is satisfactory. Staff receive safeguarding and behaviour management training, although some have yet to complete their refresher courses in behaviour management. Some staff are unsure of when they last completed focused training in child protection. Additionally, some of the ancillary staff are unclear about the safeguarding procedures. The headteacher is the designated person who, with the assistance of another senior member of staff, has responsibility for safeguarding. The recruitment of staff follows the county procedures. However, at the start of the inspection, some second references had not been obtained or were not available in staff files. Nevertheless, while most of the young people feel safe at the school, a few report in the responses to their

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boarding questionnaires that they do not always feel safe. There is an anti-bullying policy in place, but strategies to combat bullying are not yet fully embedded into the life of the school in accordance with the latest government guidance. Young people and their parents and carers are able to access policy information, for example, in relation to complaints, very easily. There are systems in place to enable the school to monitor, record, and prevent risks to health and safety. Regular recorded fire drills are held appropriately at different times.

Staff work closely with parents and carers to ensure that the young people are well supported. They can access a range of facilities to support their educational development. The young people confirm that they are treated fairly and equally by staff and that they are encouraged to take part in the day-to-day running of the boarding house. They influence decisions made within the school, through the school council. They are able to approach staff, the independent listener or contact a helpline about any concerns. There are telephones in the boarding house for contact with their family and friends. The living accommodation is decorated and furnished to a good standard and appropriately maintained. The individual bedroom cubicles are decorated and personalised. There are appropriate levels of security and privacy in the boarding accommodation. The promotion of equality and diversity is good. This is particularly evident in the PSHCE teaching. The young people are positively encouraged to respect other cultures.

The school provides a statement of its principles and practices for carers, young people and staff. The organisation and management of the boarding houses create a safe, non-discriminatory, caring environment. There are appropriate recording systems and up-to-date risk assessments in place to ensure the health, safety and well-being of the young people. Staffing levels during the day and night are appropriate. The management team has been strengthened by the recent appointment of a deputy headteacher. This role offers the opportunity for a stronger link between education and care. There are, however, issues relating to low morale among the care staff team due to the pending changes at the school.

**National Minimum Standards (NMS) to be met to improve social care**

- NMS 27.2 Ensure that at least two written references are obtained for newly appointed staff, including from the most recent employer.
- NMS 30.6 Ensure that all staff personnel files contain a record of agreed training needs to be met in the following year as part of the individual personal development plan.

*These are the grades for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>3</b>
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**Views of parents and carers**

No parent and carer questionnaires were returned by the end of the on-site inspection. This is unsurprising given that many parents and carers live some distance from the

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school. However, the school has undertaken its own surveys with parents and carers and these appear positive and supportive of the school.

Inspectors noted that one parent or carer had returned a greetings card to the school in appreciation of the work that had been done with their child. The comments on it praised the efforts of staff and thanked them for their hard work in 'helping to make our child a different person'.

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

Ofsted invited all the registered parents and carers of pupils registered at Baliol 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 inspector received 0 completed questionnaires by the end of the on-site inspection. In total, there are 25 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
My school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 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 2009/10 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 February 2011

Dear Students

**Inspection of Baliol School, Sedbergh, LA10 5LQ**

Thank you for making the inspectors so welcome when we came to your school recently. We enjoyed meeting you in your houses, in class and during breaktimes. I particularly enjoyed the Friday celebration assembly when you were all so proud of what you had achieved in the previous week. Throughout the inspection, you demonstrated good behaviour. We noticed also that you try hard to succeed in lessons. Almost all of you are able to get along well with others and with the staff. Your progress in your education is good throughout the school and the great majority of you gain qualifications of which you are rightly proud. Most of you make great gains in your personal development and this has a big effect in helping you move on to the next stage of your lives.

We believe that the progress you make and the boarding at Baliol are satisfactory because staff work hard to produce good lessons and to look after you well. Overall, however, the school is satisfactory because senior leaders, currently, manage satisfactorily and bring about improvements in the school. It is also because a few of you say that you do not always feel safe in the boarding houses and in school.

We would like to see some improvements at the school. We think that lesson targets should be provided in smaller steps so you can make faster progress through your courses. We also want the school managers and the governing body to make sure that all aspects of safeguarding in the school and in boarding are maintained at the highest level and are reviewed regularly.

With best wishes for the future.

Yours sincerely,

Terry McKenzie

Lead Inspector (on behalf of the inspection team)

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