

# Holy Trinity Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	100622
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	376429
<b>Inspection dates</b>	14–15 September 2011
<b>Reporting inspector</b>	Robin Gaff

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Maddox
<b>Headteacher</b>	Lascelles Haughton
<b>Date of previous school inspection</b>	29–30 January 2009
<b>School address</b>	Upper Tulse Hill London SW2 2RL
<b>Telephone number</b>	0208 6749051
<b>Fax number</b>	0208 6746782
<b>Email address</b>	admin@holytrinity.lambeth.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	14–15 September 2011
<b>Inspection number</b>	376429

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

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. The inspectors visited 17 lessons, observing 14 teachers. They held meetings with groups of pupils, as well as with staff, members of the governing body, and with parents and carers. The inspectors observed the school's work, looked at planning and evaluation documents and scrutinised the school's own analysis of pupils' attainment and progress. A total of 87 questionnaires completed by parents and carers were received and analysed, as well as questionnaires completed by pupils and staff.

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

- The extent to which the school is succeeding in raising the achievement of all groups of pupils throughout the school.
- The extent of the school's success in ensuring that teaching and the curriculum lead to consistently good achievement for all groups.
- The role of leaders at all levels in monitoring and improving the quality of teaching and learning, and in eradicating inadequate practice.
- The extent to which the school is succeeding in promoting all aspects of pupils' spiritual, moral, social and cultural development, and community cohesion.

## Information about the school

Holy Trinity is larger than the average primary school. The proportion of pupils from minority ethnic groups is well above the national average. The largest groups represented in the school are Black Caribbean and African. The proportion of pupils who speak English as an additional language is much higher than that found nationally. The proportion of pupils who have special educational needs and/or disabilities, including those who have a statement of special educational needs, is above the national average. Those pupils who have additional speech, language and communication needs form the largest group. The proportion of pupils known to be eligible for free school meals is well above average. The school runs a breakfast club for a small number of its own pupils. The composition of the senior leadership team has changed since the school's last inspection, and there have been a number of long-term absences caused by sickness and maternity leave. The school achieved Advanced Healthy School status in February 2010.

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

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

## Inspection judgements

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

**3**

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

**2**

## Main findings

Holy Trinity is a happy and highly inclusive school. Its overall effectiveness is satisfactory rather than good because pupils' achievement, taking into account their academic attainment and their learning and progress, is satisfactory. The school has improved since its last inspection and now has some outstanding features. Pupils feel extremely safe in school, and they make an excellent contribution to the school and the wider community. Their outstanding spiritual, moral, social and cultural development shines through, for example, in their highly enthusiastic participation in assemblies. They show an excellent understanding and appreciation of the different cultures and traditions represented in the school, as well as of those found elsewhere in the United Kingdom and the wider world. This is because the school gives them many ways to learn about and have direct experience of different communities. The school's promotion of community cohesion is outstanding. Pupils from diverse backgrounds relate extremely well to one another. They take great pride in their school, and a high proportion take on positions of responsibility within it. Pupils can also be justly proud of their positive impact on the local community. Pupils behave well, are extremely considerate of one another, and relate well to their teachers and to other adults in the school. The newly instituted breakfast club provides a safe and nurturing environment for the small number of pupils who currently attend.

Children in the Reception class make a good start to their formal education. By the time they leave the school, pupils' attainment in English and mathematics is broadly in line with national averages. Pupils make slower progress in Years 1 to 4 than they do in their last two years at the school. This results in part from disruption caused by long-term staff absences, but also because teachers do not always give their pupils sufficient opportunities for independent learning. Teaching overall is satisfactory, but the school recognises that it is consistently better in Years 5 and 6. Leaders have put in place measures to address this, though not all have yet fully impacted on pupils' achievement. The school provides a broad and balanced curriculum, which includes a good range of extra-curricular activities and enrichment events. These have a strong and positive impact on pupils' personal development. Teachers, however, do not always make sufficient links between different subject areas by giving pupils tasks which enable them to write extensively about topics which interest them.

The school knows and cares for its pupils well. Pupils, including those who are disabled or who have special educational needs, receive good support from specialised teaching assistants as well as from their teachers. This enables them to make progress in line with that of their peers. The school engages well with parents

**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

and carers, many of whom comment positively on the approachability and helpfulness of school staff. One, whose comments were typical, said, 'We are very happy with Holy Trinity. Our son is thriving there.'

Leaders at all levels are passionately committed to improving outcomes for pupils and have successfully addressed weaknesses identified by the last inspection. They have accurately evaluated the quality of provision, although they do not always focus closely enough on pupils' progress when they observe lessons. They have successfully promoted the caring and positive ethos which characterises the school and which reflects its special status as a faith school. The governing body plays a full part in school life and is prepared to challenge as well as to support school leaders. Together, they have implemented plans which have already resulted in improvements in the quality of teaching and pupils' achievement. This, together with the strengths identified above, demonstrates the school's good capacity to improve still further.

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

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

- Ensure that pupils' attainment in English and mathematics by the time they leave the school is, overall, consistently above average, by July 2013.
- Increase the proportion of good and outstanding teaching throughout the school by ensuring that all teachers:
  - give pupils sufficient opportunities for independent learning
  - help pupils to improve their writing skills by consistently giving them tasks which engage their interest and imagination.
- Ensure that leaders always focus sufficiently on the extent of pupils' learning when they evaluate the quality of teaching.

**Outcomes for individuals and groups of pupils****3**

Pupils' attainment when they join the school is below average, but not significantly lower than that found nationally. Their performance in national tests at the end of Year 6 has shown some variation in recent years, but is broadly average. Provisional results for 2011 show that the school has reversed last year's dip in mathematics. Results in English, especially in writing, were lower than in previous years. Pupils show very positive attitudes to learning, and relate extremely well to their teachers and teaching assistants. Pupils who have special educational needs and those who are disabled are fully included in lessons and contribute well to discussions. Those who speak English as an additional language are well supported by their fellow pupils as well by their teachers and other adults. This enables them to make at least satisfactory, and in many cases good, progress. In a lesson related to school council

**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

elections, pupils demonstrated an excellent understanding of what makes a good candidate, and of their rights and responsibilities. In lessons where pupils make slower progress, this is often because they are made to wait too long before embarking on independent learning, resulting in a loss of focus and engagement.

Pupils behave well in lessons and around the school. They are extremely courteous and helpful to visitors, and are keen to share their views of the school. In the limited space available to them in the playground, they play cooperatively and extremely safely, enjoying traditional games such as skipping and 'Duck, Duck, Goose'. They like school a lot, and are not concerned about bullying, because they can usually resolve disagreements themselves, and know that adults will help them if necessary. Their good understanding of the importance of physical exercise and healthy eating was confirmed by the school's Advanced Healthy School award. Pupils of all ages, abilities and from a range of backgrounds take on many positions of responsibility within the school. These include classroom helpers, peer mentors and school council members. Pupils have a very strong impact on the local community. Their willingness to take responsibility for their own safety and their outstanding social development are exemplified by their successful campaign to retain a crossings patrol outside the school. Pupils raise considerable sums of money for their partner school in Jamaica and for local, national and international charities. Their excellent spiritual development is evident in their highly enthusiastic singing in assemblies. Pupils' outstanding understanding of and appreciation for different faiths and cultures is strongly enhanced by their links, including mutual visits, with pupils in a Muslim school elsewhere in London, and a school in rural Essex. Pupils' preparation for the next stage of their education and for future employment is sound, as demonstrated by their above-average attendance and their satisfactory grasp of basic skills. Not all pupils, however, are as punctual as they should be.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

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

<b>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>1</b>

## How effective is the provision?

Teachers establish very good working relations with pupils. They know them as individuals and identify their strengths and weaknesses. Teachers are enthusiastic about the subjects they teach. They include a range of activities in their lessons which correspond to pupils' different levels of attainment, although not always to their interests. Teachers establish clear expectations in terms of learning and behaviour, and ensure that pupils adhere to them. As a result, pupils are attentive to their teachers, and are prepared to listen to and learn from each other. Teachers mark pupils' work regularly and thoroughly so that pupils know their targets, and what they must do to improve their work. Most lessons proceed at a good pace and are sufficiently challenging for different groups. In a small minority of lessons, however, teachers take too long to explain activities, resulting in insufficient time for pupils to consolidate their learning. Teachers use different types of questions to check and to develop pupils' understanding. They do not always use ongoing assessment sufficiently to ensure that all pupils are progressing as well as they could, and to adapt activities if necessary. Teaching assistants are fully involved in lessons and make a positive contribution to pupils' learning.

The school's creative curriculum successfully engages pupils and promotes their personal development, for example in the fields of music and visual arts. A resident artist, themed weeks, visitors and visits, provide pupils with a range of memorable experiences. Cooperation with other local schools, for example through the local sports and creative partnerships, also enhances pupils' personal development and well-being, as does the good variety of extra-curricular clubs and activities. The school has not yet fully succeeded in 'joining up' the curriculum, so that pupils, for example, can better develop their writing skills through carrying out research and writing reports related to all subjects they study.

The school has well-developed systems for supporting its pupils. It quickly identifies the needs of individuals and of different groups. Staff implement detailed plans, which are regularly reviewed and adapted, to meet pupils' needs. They work closely and cooperatively together, with parents and carers, and with a range of outside organisations to ensure that pupils, including those who are potentially vulnerable, receive the support they need. The school has developed effective procedures, which are well understood and supported by pupils, for dealing with the rare instances of inappropriate behaviour. As a result, very few pupils have to be excluded. The attendance of individuals and of groups is carefully monitored, and robust action taken to address unauthorised absence. The school has succeeded in substantially reducing the proportion of pupils who are persistently absent, so that this is now 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

below average. It has not, however, systematically evaluated the impact of its strategies, which limits its ability to develop them still further.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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 headteacher and the senior team, some of whom are relatively new in post, have built a cohesive staff community, which is united in supporting the shared ambition to improve pupils' achievement and personal development. Enthusiastic and knowledgeable middle leaders have taken increasing responsibility for improving teaching and learning, and the school has succeeded in reducing, although not completely eliminating, weaker teaching. Leaders at all levels rigorously monitor the quality of teaching. They do not always fully evaluate pupils' learning and progress when judging lessons and scrutinising pupils' work. The governing body fulfils its responsibilities well, for example by regularly reviewing and updating policies and procedures. Governors' regular visits, and the productive links they have established with particular areas, give them an accurate picture of its strengths and weaknesses.

The school's promotion of equality of opportunity is sound. This is evident from the way in which pupils from different groups achieve equally well. The school has succeeded in narrowing the gap between the achievement of pupils who are entitled to free school meals and that of other pupils. There is no evidence of any discrimination, and racist behaviour is extremely rare. Arrangements for safeguarding children, including child protection, are robust and fully meet requirements, although not all risk assessments are reviewed regularly enough. The school's outstanding promotion of community cohesion is demonstrated by the extremely cohesive nature of its own very varied population, as well as the excellent contribution the school and its pupils make to their local and wider community.

*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	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities</b>	<b>2</b>



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

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

<b>met</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children, many of whom join the school with relatively low levels of communication, language and literacy, make good progress in their learning and development, because staff teach and care for them well. The setting provides a good range of resources for indoor and outdoor learning and play, which enables children to develop in self-confidence, and to learn quickly to become independent. They develop good routines with regard to, for example, health and hygiene, and enjoy sharing wholesome snacks at break time. Children relate well to one another as they begin to understand and to observe the school’s ‘golden rules’, which stress the need to play safely and to be kind to one another. The school’s appropriate focus on developing children’s language and communication skills results in them making good progress in this area. This includes those children who speak English as an additional language, as well as those who are disabled or who have special educational needs. Staff quickly identify children’s levels of attainment when they start school as well as any additional needs. They plan a good range of activities and carefully monitor children’s progress, although they do not always use observations effectively in order to identify further areas for development. Leaders ensure that parents and carers from different backgrounds feel welcome in the setting, and keep them well informed about their children’s learning and development. They show a good understanding of the requirements of the Early Years Foundation Stage, and of the setting’s strengths and weaknesses. This enables them to plan effectively to improve further the quality of what the setting provides.

*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

**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

The proportion of parents and carers who completed questionnaires was broadly average. A large majority of the responses were positive. A very large majority of those parents and carers who responded agree, for example, that their children enjoy school and that it keeps them safe. Most also agree that they receive sufficient information about their children's progress, and that the school is well led and managed. Inspectors' judgements reflect the views of parents and carers in this and other respects. A small minority of parents and carers do not agree that the school deals effectively with poor behaviour, or that it takes sufficient account of their suggestions and concerns. Inspectors found that the school has strong and effective systems for encouraging pupils to behave well, and that it engages successfully with parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 340 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	62	26	30	4	5	1	1
The school keeps my child safe	47	54	33	38	3	3	0	0
The school informs me about my child’s progress	46	53	31	36	4	5	2	2
My child is making enough progress at this school	39	45	31	36	9	10	3	3
The teaching is good at this school	44	51	29	33	4	5	2	2
The school helps me to support my child’s learning	35	40	37	43	8	9	2	2
The school helps my child to have a healthy lifestyle	27	31	50	57	6	7	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)	33	38	36	41	8	9	0	0
The school meets my child’s particular needs	27	31	47	54	6	7	3	3
The school deals effectively with unacceptable behaviour	32	37	32	37	17	20	3	3
The school takes account of my suggestions and concerns	25	29	36	41	13	15	4	5
The school is led and managed effectively	33	38	38	44	9	10	0	0
Overall, I am happy with my child’s experience at this school	43	49	30	34	5	6	4	5

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.**



16 September 2011

Dear Pupils

**Inspection of Holy Trinity Church of England Primary School, London SW2 2RL**

Thank you for the warm welcome you gave the inspectors when we visited your school recently. We enjoyed meeting you and hearing what you had to say.

Holy Trinity gives you a satisfactory standard of education. You say you feel extremely safe there because there is not much bullying and the school helps you to deal with it well if it happens. You behave well in lessons and around the school and you understand the importance of a healthy lifestyle. You get on very well indeed together, and you make an excellent contribution to the school and the wider community, for example by helping to improve road safety near the school and raising a lot of money for the school you support in Jamaica, and for different charities – well done! You learn a lot about different ways of life in this country and around the world through the contacts you have with children in other schools. We were really impressed by your enthusiastic singing in assembly. A few of you need to try harder to get to school on time.

You work hard in lessons, and make satisfactory progress in reaching the levels expected of you. Teachers give you a good range of things to do in lessons. You enjoy taking part in special events and out-of-school activities. Adults look after you well and keep you safe.

The headteacher, all the staff and the governing body are working hard to make the school even better. To help them do this, we have asked them to do the following things:

- help you to do even better in English and mathematics by giving you more chances to work together and on your own in lessons, and by always giving you interesting activities to enable you to improve your writing
- take care that senior staff always look closely at how well you are doing when they observe lessons.

We wish you all the very best for the future.

Yours sincerely

Robin Gaff  
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).**