

Wilsthorpe Community School, a Business and Enterprise College

Inspection report

Unique Reference Number	112935
Local Authority	Derbyshire
Inspection number	338054
Inspection dates	10–11 February 2010
Reporting inspector	Brian Cartwright HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	879
Of which, number on roll in the sixth form	130
Appropriate authority	The governing body
Chair	Mr Richard Paulson
Headteacher	Mr J Crofts
Date of previous school inspection	4 October 2006
School address	Derby Road Long Eaton Derbyshire
Telephone number	0115 9729421
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors spent the majority of their time looking at learning. Inspectors evaluated 39 lessons and sampled a further 10, covering the work of 43 teachers. Inspectors met with groups of pupils and held discussions with governors, staff, leaders of partnership schools and local residents. They observed the school's work and looked at records of pupil progress, information from school and local authority evaluations, and governing body minutes. Questionnaires from 113 parents, 69 staff and 172 pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The attainment and current progress of pupils in English.
- The quality of teaching, learning and day to day assessment.
- The effectiveness of the sixth form.
- The reasons behind improvements in behaviour.

Information about the school

The school is of average size and set on a spacious campus that includes a special school, a junior school and an infant school. It became a specialist business and enterprise college in 2005. Most pupils are of white British heritage, with very few pupils whose first language is not English. The current headteacher took up post in January 2008.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Wilsthorpe is a sound and rapidly improving school with many good features. From an exceptionally low base in 2006, attainment has risen rapidly in the past two years, and is now in line with national averages. In 2009, the school celebrated its highest ever achievement in public examinations and is securely on target to exceed that performance in 2010. All groups of pupils are now making the progress they should. Those on the special educational needs register make good progress because of effective, well-focused support by specialist teachers and teaching assistants. The drive and determination of the headteacher has transformed outcomes, including much better attendance and much improved standards of behaviour. This underpins the school's good capacity for sustained improvement. The school is an orderly, good-humoured learning community, where pupils feel safe and well supported. The very large majority of parents are pleased with the quality of education their children enjoy. The school gives good weekly information to all parents and interested neighbours. Partnerships with local providers, particularly the special school, have substantially improved pupils' empathy and understanding of disadvantage and disability. Effective links with other providers allow pupils access to a broad curriculum for the 14 to 19 age range.

The quality of teaching is satisfactory overall and inspectors saw many examples of outstanding practice. The best lessons engaged pupils with tasks matched to their abilities and ensured all pupils participated in activities at a brisk pace, in a friendly and encouraging atmosphere. In the small minority of weaker lessons, teachers did not deploy the school's effective behaviour management strategies. As a result, some pupils disengaged with the task and a few misbehaved. Pupils received good encouragement and personalised advice on what to do to improve in many, but not every, class. In the best examples, pupils responded by repeating or correcting work to the required standard, but in other examples good advice went unheeded.

The headteacher, with good support of senior and middle leaders, has successfully spread the concept of enterprise beyond the original business education focus. The school enjoys a high reputation for student-led film making. It is systematically developing creative and enterprise skills, for example, through the 'change school' programme. After several disappointing years, the school is now exceeding its specialist school performance targets. A new approach to managing behaviour has drastically reduced the frequency of serious incidents so that they now match national figures. It provides opportunity for pupils to put things right at an early stage, gives staff clear authority and advice on how to manage situations, and prevents the escalation of minor mistakes into major offences. Pupils warmly welcomed this more understanding approach. Local residents also reported much improved behaviour of the pupils to and

from school. There is a palpable sense of loyalty to the school from pupils and staff, and a shared commitment to 'be the best they can be' as the school continues its rapid improvement.

What does the school need to do to improve further?

- Increase the proportion of good teaching by:
 - consistently implementing the school behaviour management policy
 - ensuring day-to-day marking consistently matches the best of existing practice so that pupils know how well they are learning and what they should do to improve their work
 - giving pupils in all lessons more opportunity to respond to good feedback.
- About 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.

Outcomes for individuals and groups of pupils

3

Four years ago, the school was in the lowest 5% of institutions nationally and pupils underachieved. From that low base, attainment has been rising at an increasingly rapid rate, so that in 2009 pupils achieved as well as they should, with attainment matching national averages in most subjects. English results did not rise as strongly, but the school had identified reasons for that, has improved provision, and now the current Year 11 have already surpassed the previous year's performance. In the lessons seen by inspectors, all pupils irrespective of gender, ability or heritage continue to make the expected progress. They made good progress in those good or better lessons because they could fully participate at the limit of their capability. Good informative feedback allowed pupils to learn from errors and so further improve their work. In weaker lessons, however, pupils had limited opportunity to participate in discussion, work in groups or by themselves, and the work was not interesting or challenging enough to motivate their engagement. Occasionally this low-level distracting chatter developed into disruptive behaviour. Pupil survey information confirmed that whilst the majority of pupils behave well, a small minority are not able to manage their own behaviour well enough.

The behaviour of pupils around the school in unstructured time is good. Pupils, parents and residents report that this is much better than a few years ago and the vast majority of pupils choose to behave well in their social times. Their enjoyment and commitment to school is evident in increasingly good attendance. Pupils say they feel safe, parents agree and pupils are very confident that the school deals effectively with any isolated instances of bullying. They try to lead the healthy lifestyles that they have been taught and the school provides ample opportunity for them to participate in sporting activities beyond the formal curriculum. The majority of pupils are involved in some kind of extra curricular activity. Some of these are unique and of high quality, for example, the film

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making teams that regularly produce commissioned work for local police and well-known local tourist amenities. Pupils work as mentors with the nearby special school. Sixth form students lead and manage community charitable events. The school youth forum has helped improve the learning environment, school routines and is consulted for staff appointments.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory overall, often good and sometimes outstanding. Outstanding teaching included careful lesson plans that recognised the wide range of abilities and starting points of pupils. Pupils therefore started quickly on tasks matched to their current progress and understanding; teachers continuously probed this understanding through questions that demanded extended verbal responses from pupils. As a result, pupils achieved well and enjoyed their learning. As one pupil noted at the end of a two hour lesson, 'it's gone really quick!'.

The school has excellent systems to track pupil progress over time and effective intervention programmes to address any shortfalls. Day-to-day feedback to students on

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

how well they were progressing varied, from informative, diagnostic and encouraging, to limited comment or none at all. That inconsistency of practice is limiting pupil progress in those classes. Most teachers managed pupil behaviour well, through good humour, the provision of interesting activities and consistent application of the school's behaviour policy.

The curriculum is rich and varied for all pupils. Innovative approaches to encourage enterprise and creative thinking begin in Year 7, through the Friday afternoon 'opening minds' sessions. Some subjects enable pupils to start GCSE courses in Year 9; in mathematics an early start is made in Year 8 by the most able pupils. Vocational courses in Key Stage 4 are effectively meeting a wide range of interests. Good partnerships with 15 other local providers help to widen choice still further. Recent investment in the 'enterprise' centre has established a state of the art catering facility. Sports and other clubs and activities ensure every possible opportunity for young people to explore new interests and practise current favourites. Figures show over 200 pupils using the school library services, outside of lessons, on any one day.

Care, guidance and support meet individual needs well. As a result, pupils whose circumstances make them particularly vulnerable enjoy better than expected academic progress and good personal development. The school tries hard to create a welcoming environment within budget constraints, using pupil artwork around the school. There are some outstanding examples of high-quality pupil work on display in some classrooms, for example textiles. There are good arrangements to guide pupils arriving from primary school and for transition beyond Year 11 into post-16 education, employment or training; almost all pupils make that step.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership of the headteacher, and his engaging and hands-on approach to tackling potential barriers to progress, is infectious and warm-hearted. He holds very high expectations of what pupils can achieve and deserve. He has helped to maximise limited resources and re-invigorate a school-wide approach to 'enterprise' that is increasing the confidence and independence of learners. Other managers and staff have overwhelmingly endorsed his vision. Staff commitment is also evident in the wide range of additional activities they organise for pupils beyond the formal curriculum. There is shared understanding of what constitutes good teaching, learning and assessment

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

although some inconsistencies in practice remain.

Governors are closely involved in school life and they have good systems to inform them of key performance indicators. Their strategic leadership has resulted in a strong senior leadership team and attracted a full complement of governors. Gaps in performance between different groups of learners have disappeared. The sixth form's inclusive admission strategy shows in success for students who may have missed out because of weaker than expected GCSE performance. At the time of the inspection, the school's safeguarding procedures, and policies to tackle discrimination and promote equality met statutory requirements. The school knows its local community well. It has positive links with local residents' associations. The school has international links that includes involvement in a European project to understand and then tackle reasons why some students disengage with schooling². The school is planning to develop further opportunities for pupils to learn at first hand about life in modern multicultural Britain. The local council has supported a rewards policy for pupils that encourage creativity and enterprise. Statutory policies are regularly reviewed, although there is sometimes a lack of clear evaluation of their impact.

² European Commission Lifelong Learning Programme-funded School Inclusion Project (<http://schoolinclusion.pixel-online.org/index.php>)

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

- students lead and manage community charitable events. The school youth forum has helped improve the learning environment, school routines and is consulted for

staff appointments. These are the grades for pupils' outcomes Pupils' achievement and the extent to which they enjoy their learning

Taking into account:

Pupils' attainment

The quality of pupils' learning and their progress

The quality of learning for pupils with special educational needs and/or disabilities and their progress 3 3 3 2 The extent to which pupils feel safe 2 Pupils' behaviour 3 The extent to which pupils adopt healthy lifestyles 2 The extent to which pupils contribute to the school and wider community 2 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

Taking into account:

Pupils' attendance 1 3 2 The extent of pupils' spiritual, moral, social and cultural development 3

How effective is the provision? Teaching is satisfactory overall, often good and sometimes outstanding. Outstanding teaching included careful lesson plans that recognised the wide range of abilities and starting points of pupils. Pupils therefore started quickly on tasks matched to their current progress and understanding; teachers continuously probed this understanding through questions that demanded extended verbal responses from pupils. As a result, pupils achieved well and enjoyed their learning. As one pupil noted at the end of a two hour lesson, 'it's gone really quick!'

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Taking into account:

The use of assessment to support learning 3 3 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships 2 The effectiveness of care, guidance and support 2

How effective are leadership and management? The leadership of the headteacher, and his engaging and hands-on approach to tackling potential barriers to progress, is infectious and warm-hearted. He holds very high expectations of what pupils can achieve and deserve. He has helped to maximise limited resources and re-invigorate a school-wide approach to 'enterprise' that is increasing the confidence and independence of learners. Other managers and staff have overwhelmingly endorsed his vision. Staff commitment is also evident in the wide range of additional activities they organise for pupils beyond the formal curriculum. There is shared understanding of what constitutes good teaching, learning and assessment although some inconsistencies in practice remain.

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Taking into account:

The leadership and management of teaching and learning 2 2 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met 2 The effectiveness of the school's engagement with parents and carers 2 The effectiveness of partnerships in promoting learning and well-being 2 The effectiveness with which the school promotes equality of

opportunity and tackles discrimination 2 The effectiveness of safeguarding procedures 3 The effectiveness with which the school promotes community cohesion 3 The effectiveness with which the school deploys resources to achieve value for money 3

Sixth form Students make satisfactory progress and successfully complete a wide range of different courses matched to their learning needs, with the best progress evident in vocational subjects. Attainment in A level and other level 3 examinations is broadly average. Students contribute satisfactorily to school life, with some exceptional individual examples such as organisation of a large fun-run event. The inclusive nature of the sixth form shows in the ultimate success of some students who arrived with lower than expected GCSE attainment, then went on to complete A levels and subsequent successful university entrance. Partnerships with other providers widen the number of possible courses and most have run successfully. Practical arrangements limit opportunities for additional enrichment activities such as games. The management of the sixth form is sound, although there is no separate monitoring and evaluation of sixth form teaching and learning that looks specifically at outcomes for students.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

The very large majority of parents are happy with the school's work. Many wrote of the recent 'vast improvement' since the appointment of the current headteacher. Others spoke of excellent support of form tutors and heads of year when their children faced some difficulties, another of the 'fantastic' artwork used to enliven the ageing fabric of the school. A parent whose previous experience of primary school was negative said that at Wilsthorpe, his child had been 'supported, entertained and taught fantastically well' and as a result is now excelling in all subjects.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilsthorpe Business and Enterprise College 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 879 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	37	60	53	9	8	2	2
The school keeps my child safe	45	40	62	55	4	4	1	1
The school informs me about my child's progress	45	40	56	50	6	5	3	3
My child is making enough progress at this school	46	41	57	51	5	4	2	2
The teaching is good at this school	39	35	64	57	5	4	1	1
The school helps me to support my child's learning	29	26	67	59	11	10	3	3
The school helps my child to have a healthy lifestyle	22	19	75	66	10	9	2	2
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	29	61	54	7	6	4	4
The school meets my child's particular needs	39	35	62	55	7	6	1	1
The school deals effectively with unacceptable behaviour	36	32	57	50	11	10	5	4
The school takes account of my suggestions and concerns	21	19	71	63	5	4	4	4
The school is led and managed effectively	42	37	64	57	2	2	2	2
Overall, I am happy with my child's experience at this school	50	44	51	45	9	8	2	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

10–11 February 2010

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.



12 February 2010

Dear Pupils

Inspection of Wilsthorpe Business and Enterprise College, Long Eaton, NG10 4WT

Thank you for your friendly welcome during our recent inspection of your school. We agree with you that Wilsthorpe is rapidly improving under the good leadership of Mr Crofts and his staff, and is providing all of you with a sound education that ensures you achieve properly. The wide range of subjects available at Key Stage 4 and in the sixth form is a good feature. Your teachers and support staff are good at providing effective care, guidance and support irrespective of your various needs and interests. We also agree with you that in the main, pupils behave well in and around the school, but there are still a few instances in lessons where some pupils do not. The school teaches you well about healthy lifestyles. Thanks to the dedication of the staff, it provides you with ample opportunities for sports and other after school clubs.

The school is well set to raise attainment further and we have suggested that teachers should look to improve further their consistent implementation of the good behaviour management policy. Their marking of your work should consistently match the best of existing practice, so you know how well you are learning and what to do improve. You should expect to have more opportunities to respond to good feedback from teachers when they mark your work.

Best wishes for your future,

Yours sincerely

Brian Cartwright

Her Majesty's Inspector

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