

# Tavistock College

## Inspection report

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<b>Unique Reference Number</b>	113539
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338200
<b>Inspection dates</b>	20–21 January 2010
<b>Reporting inspector</b>	Mary Massey HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1726
Of which, number on roll in the sixth form	391
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Govier
<b>Headteacher</b>	Mr Colin Eves
<b>Date of previous school inspection</b>	9 December 2008
<b>School address</b>	Crowndale Road Tavistock Devon PL19 8DD
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 41 lessons, and talked to the college leaders, teachers, students, a group of governors, a representative from the local authority and the school's improvement partner. They observed the college's work, and looked at a range of documents including those relating to the college's monitoring and planning, the curriculum and governance. They looked at questionnaires completed by 133 students, 130 staff and 244 parents.

- how well students across the college are progressing and how effectively they are learning in lessons
- whether provision leads to equally good outcomes and meets the needs of all students, including vulnerable groups, and boys and girls with low, average and above-average prior attainment
- the accessibility and accuracy of assessment data and how well they are used to ensure that work for students is accurately matched to individual needs
- the capacity of the college to raise students' achievement, based on: its previous track record; the quality of self-evaluation and its analysis of the impact of current actions; whether leaders and managers are having a sufficiently rapid impact on improving the progress of all groups of students.

## Information about the school

Tavistock College is much larger than the average secondary school and is the only state secondary school in Tavistock. Almost half of the students travel to and from the college by bus, from a wide area of rural Devon. The percentage of students known to be eligible for free school meals is average. The vast majority of students are from White British backgrounds. The proportion of students with a statement of special educational needs is just above the national figure, but the proportion of students with special educational needs and/or disabilities is below the national average. Almost half of the students with special educational needs have emotional, social and behavioural difficulties. The college received specialist language status in 1996.

At the last inspection, the college was judged to be in need of significant improvement and given a notice to improve. A monitoring visit was made to the college on 7 July 2009, progress on the areas for improvement was judged as satisfactory.

**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?**

**4**

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

**4**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The college has made some progress since the last inspection. A small but stable leadership team has now been in place for just over two terms. The atmosphere in the college is calmer. Students say they feel more secure because behaviour has improved and they have confidence in the systems put in place to manage it. A system to track students' progress over time has been put in place although its use is yet to be fully embedded. Reliable assessment information to show progress over time is only available for students in Years 10 and 11. Regular training and coaching for staff are beginning to have an impact on the quality of teaching. Lesson planning is now more thorough and, in some lessons, work is more effectively matched to individual students' needs. However, this is not yet consistent across the college and the rate at which students are making progress has not been fast enough to tackle the low achievement identified at the last inspection. Although teaching is satisfactory overall, as it was at the time of the last inspection, the quality of teaching remains variable, with some that is barely satisfactory or inadequate. It has not improved at a fast enough pace to accelerate students' progress and overcome the weaknesses in achievement. The curriculum, too, remains satisfactory. However, it has not developed sufficiently, during the time the college has had a 'notice to improve', to fully overcome the weaknesses identified at the time of the last inspection. Although new courses have been introduced this year, the range of vocational options in Years 10 and 11 is limited. Students are very enthusiastic about the wide range of extra-curricular enrichment activities available, particularly sport, where there are new facilities.

Although the proportion of A and A\* grades at GCSE has increased over the last two years, for the majority of students attainment is only just average. With the exception of higher-ability boys, all groups of boys and girls made inadequate progress at GCSE in 2009. Strategies for supporting the learning of students with minor learning difficulties are often either not in place or too general, so are not closely matched to students' individual needs. Consequently, the amount of progress currently being made by students in lessons is not enough to remedy the history of underachievement. The care and guidance given to vulnerable students are good and they are well supported by strong partnerships with parents and outside agencies.

Child protection arrangements, including links with key agencies, are satisfactory and

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some omissions in records to support safeguarding have now been corrected. The college's leaders and managers, including the governing body, have failed to ensure effective implementation of other statutory policies. Some are not in place and others have not been reviewed or regularly monitored.

The college has made little progress with promoting community cohesion. It does not have an audit of its context and there is no coherent whole-college planning. However, there are some examples of provision in this area which are having a positive impact. Although the college has failed to regularly monitor bullying incidents, students reported that they were confident that bullying is dealt with effectively. They also reported that they felt safe and that there was always someone to help when they had a problem.

Although these failings make governance inadequate, in other respects, the work of the governing body supports the college extremely well. Governors are hard working and committed. They have rigorously monitored the college's journey since the last inspection through extensive visits and lesson observations, persistently challenging the college's leadership. Sometimes good practice has been obstructed because the principal did not take appropriate steps to ensure that there were robust administrative systems. He has not worked well enough in partnership with the governing body. Consequently, the Chair of the Governing Body has often spent time dealing with operational rather than strategic issues.

Whilst starting to remedy some of the areas of weakness identified at the last inspection, college improvement initiatives are yet to have an impact on achievement. The college's self-evaluation concentrated on finding excuses for the slow progress in raising students' achievement, rather than identifying solutions that would accelerate improvement. The routines and arrangements for evaluating the impact of actions taken, thoroughly analysing the data collected and then planning for change are not sufficiently systematic or rigorous. The process is not inclusive enough for staff to be clear about what part they can play in moving the college forward. The leadership of the college is failing to embed ambition and drive improvements fast enough. Capacity to improve is inadequate.

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

- Raise achievement by improving provision, including:
  - the quality of teaching and the use of assessment data to inform planning, to accelerate the rate at which students make progress
  - broadening the curriculum, to ensure that it meets the needs of all students
  - focusing on meeting the needs of all students, including those with special educational needs and those who are gifted and talented.
- Ensure that the leadership and management of the college develop the capacity to improve achievement by:
  - developing a regular, rigorous and inclusive system to analyse data accurately and measure the impact of actions taken so that planning is formalised,

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focused on appropriate priorities and involves the whole-college community

- ensuring that they fully acknowledge the weaknesses in provision and outcomes and that more robust and accurate evaluation leads swiftly to remedial action.
- Ensure statutory requirements relating to equalities are met by:
  - ensuring that the college has up-to-date, agreed policies
  - ensuring that systems are in place to review these policies regularly, monitor their implementation and assess their impact on staff, learners, parents and carers.
- Ensure a more effective contribution to promoting community cohesion.

**Outcomes for individuals and groups of pupils****4**

The fall in GCSE results in 2009 reflected the fact that all groups of students, except higher-ability boys, failed to make satisfactory progress. Progress in English and mathematics was inadequate in 2009 and this had an impact on the proportion of students achieving five or more A\* to C grades including English and mathematics. Although the college has recently put a system in place to track current students' progress over time, limited assessment data are only available for some subjects in Years 10 and 11. The proportion of lessons in which teachers do not take into consideration the different abilities and needs of individual students is still too high. This is as it was at the time of the last inspection, which has limited the progress students can make. As was also the case at the time of the monitoring visit, some teachers still do not have the skills to support students with low levels of literacy.

Inspectors found students confident and friendly. In discussion with inspectors they demonstrated good spiritual, social and moral awareness. This is supported well through a comprehensive religious education, citizenship and personal and social education programme which is taught by a specially trained team of teachers. The college's international links through its specialist status give students a good understanding of cultural issues, and their response to the recent earthquake in Haiti demonstrated a real concern for others. Students are aware of how to live a healthy lifestyle, with many regularly participating in sport and eating healthy college meals. A small minority of both students and parents do not think the college encourages them to be healthy. Many students join in activities that allow them to contribute both to the college and the local community, for example, through the College Senate and fundraising.

Although only half the students surveyed believe that behaviour is good at the college, many told inspectors that the new management systems in place were effective. They reported that the atmosphere has improved and that they can learn better than in the past. The rate of exclusion is falling but the proportion of students with special educational needs who are excluded is too high. Responses to the parent questionnaire indicate that some believe that the perception of the local community is that behaviour is an ongoing problem for the college. However, inspectors found students cooperative and willing to learn in lessons, and calm in corridors. Attendance is just average and fell

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over the last year, although the proportion of students who are persistently absent reduced substantially.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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>

## How effective is the provision?

Although teachers' skills are improving, and remain satisfactory overall, the quality of teaching is still too variable across the college. The rate of improvement in the quality of teaching has been too slow. Consequently, its impact on achievement is fragile and insufficient to ensure that students in the college make the maximum progress. Teachers' planning is better than it was at the time of the monitoring visit, with more teachers using their knowledge of students and assessment information to match work to individual needs, but this remains inconsistent. Although strategies are available to help teachers support the learning of students with special educational needs, particularly those with behavioural difficulties, they are not always accessed or used effectively. In too many lessons, teachers talk for too long and the pace is therefore slow, limiting the progress that students make. The quality of teaching is monitored regularly by the leadership team, although their observations do not always focus

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

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sufficiently closely on the progress that students are making.

The curriculum in Years 10 and 11 is strongly focused on traditional GCSE courses. A limited number of vocational courses are being introduced, but the range of these courses is still narrow because the rural location of the college restricts students' access to vocational courses at other institutions. The alternative provision, outside the college, at Key Stage 4 gives some students worthwhile options, but others are not necessarily on courses which provide them with the most appropriate qualifications. The college is aware of this problem and is planning sensible changes for 2010. The skills-based curriculum at Key Stage 3 is being developed but is not fully embedded. The college's specialist language status allows the provision of a good range of languages, and international links have a positive impact on students' awareness of other cultures.

Inconsistency in provision means that the quality of care, support and guidance is not equally effective for all groups of students. Transition arrangements into Year 7 are good, with students very positive about how quickly they settled in, whereas a minority of sixth form students expressed dissatisfaction with guidance in Year 11 onto sixth form courses. Although the support for some students with special educational needs is good, those with minor learning difficulties do not receive the same quality of support, and their achievement is inadequate. Recent changes to the way in which teaching assistant support is organised and the new accommodation have had a very positive impact on provision and outcomes for some students with special educational needs, particularly those on the autistic spectrum or with physical disabilities.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Leaders and managers are not taking effective steps to embed ambition across the college. The new leadership team is working cooperatively but its influence is not widely spread across the college. Consequently, staff are unsure of their role in contributing to improvements, so their enthusiasm is not harnessed effectively. Analysis of both college and external data is extensive. However, it does not focus sufficiently on identifying exactly what the weaknesses in provision are which have led to low achievement, so that really sharply focused plans can be put in place to tackle them.

Much of the planning is not recorded systematically. Some middle leaders are enthusiastically embracing change and extra training, although the quality of management at this level is variable. Parents' views are sought regularly, but the



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response rate is low. The college website provides a useful source of news about the college and individual students. It is not clear from the college's planning documentation how the leadership team responds to concerns that parents raise. The college promotes equality of opportunity satisfactorily through its provision for students' personal development and in extending their awareness of spiritual, moral social and cultural issues. However, variation in the achievement of different groups of students is a weakness. The principal has not taken enough responsibility in ensuring that the statutory requirements for implementing the equalities policy are in place.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</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 met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Sixth form

A large majority of students are keen to move into the sixth form, where they become part of a well-respected group at the college. Many involve themselves readily with the college community. The paired-reading scheme, for example, has had a significant impact on literacy skills in Year 7, enabling younger students to make good progress. Students are pragmatic about the future and a large majority have recently moved on to university or chosen to defer their place. There are a good range of A-level subject choices and students' option decisions are supported as they move from Year 11. In contrast, a relatively limited vocational curriculum deters some students and results in others having to compromise by following less appropriate courses.

Overall, students make good progress from their Year 11 starting points, especially in the few vocational courses on offer. Teaching is generally good; in better lessons there are a variety of tasks encouraging thoughtful debate and application of knowledge, but these elements are not always made accessible to all learners. Learning mentors provide

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effective help for those students identified as having difficulties with work. A new tracking system has been implemented in order to set more challenging targets. Students and their parents are well informed about progress and some departments have robust systems for engaging students in evaluating their own level of attainment, but not all teachers use the data effectively to promote individual learning. Similar procedures are in place alongside a reward system to improve attendance and commend positive attitudes to learning and the community. These measures are relatively new and their full impact has yet to be realised. The leadership team also recognises the need to cater for individual students and a phased programme to introduce more vocational choices is underway in collaboration with the South Devon 14'19 Consortium.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

**Views of parents and carers**

About 14% of parents responded to the Ofsted questionnaire and many added written comments, with three times as many negative comments as positive.

Most parents reported that their children enjoyed being at the college and were safe and that parents were kept well informed about progress. Several commented on the fact that the quality of teaching varies between inspirational and ineffective and that the speed with which the college responds to their concerns is inconsistent. Around half felt that unacceptable behaviour was well managed and a small proportion made written comments about the poor behaviour of students both in lessons and outside of the college. A quarter of those parents who responded did not feel that the college helped them to support their child's learning. Several made comments about the lack of challenge and regular homework.

About 70% of parents considered that the college is well managed. A small number of parents mentioned that they felt the information coming from the college was written to impress them and might not reflect the full picture.

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

Ofsted invited all the registered parents and carers of pupils registered at Tavistock 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 college.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	31	140	57	25	10	3	1
The school keeps my child safe	65	27	158	65	16	7	2	1
The school informs me about my child's progress	66	27	146	60	28	11	2	1
My child is making enough progress at this school	57	23	149	61	26	11	5	2
The teaching is good at this school	40	16	137	56	43	18	1	1
The school helps me to support my child's learning	38	16	140	57	51	21	6	2
The school helps my child to have a healthy lifestyle	38	16	156	64	33	14	6	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)	42	17	138	57	27	11	3	1
The school meets my child's particular needs	50	20	135	55	34	15	8	3
The school deals effectively with unacceptable behaviour	34	14	103	42	69	28	27	11
The school takes account of my suggestions and concerns	35	14	136	56	45	18	6	2
The school is led and managed effectively	28	11	143	59	38	16	18	7
Overall, I am happy with my child's experience at this school	52	21	152	62	30	12	5	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"><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 pupil's 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.**



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23 January 2010

Dear Students

Inspection of Tavistock College, Tavistock PL19 8DD

You will remember that inspectors visited your college recently. Thank you very much for the help you gave us. Most of you told us that you enjoyed being at the college and that you feel safe.

When inspectors visited the college last year, we asked for improvements to be made, particularly to the progress students make, the quality of teaching, students' behaviour and the organisation of the college's leadership. Some of you told us that the quality of teaching still varies, and that this affects how well you learn. Although some of you said behaviour had improved, many others said that sometimes students' poor behaviour affects their learning.

We found that some of the changes put in place have begun to make a difference, but improvements have not happened fast enough. We found that some students are not making as much progress as they should and that the college does not always provide enough challenge for students or meet their individual needs well. The inspection team decided that the college needs 'special measures' to help it improve as quickly as possible. This means that inspectors will visit the college regularly to monitor the progress that is being made.

These are the things we have asked the college leaders to do:

- raise the achievement of all students whatever their needs and level of ability, by improving the quality of teaching, the breadth of the curriculum and focusing on meeting the needs of all students
- make sure that college leaders measure how effective the action they have taken to improve things has been and then plan the next stages for further improvements very carefully
- implement all its policies according to government requirements
- promote community cohesion more effectively.

Yours sincerely

Mary Massey

Her Majesty's Inspector

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