

# Blundeston Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	124751
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	340645
<b>Inspection dates</b>	20–21 September 2010
<b>Reporting inspector</b>	Katherine Beck

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	154
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Glendinning
<b>Headteacher</b>	Katrin Schonhut
<b>Date of previous school inspection</b>	7 March 2007
<b>School address</b>	Church Road Blundeston, Lowestoft NR32 5AX
<b>Telephone number</b>	01502 730488
<b>Fax number</b>	01502 730488
<b>Email address</b>	ad.blundeston.p@talk21.com

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## Introduction

This inspection was carried out by three additional inspectors. Seven lessons, taught by six teachers, were observed. Meetings were held with groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work, and looked at the provision for pupils with special educational needs and/or disabilities, samples of pupils' books and displays on the walls, responses to questionnaires completed by pupils in Years 3, 4 and 5, and documentation that showed their attainment and progress. Inspectors also scrutinised the school development plan, minutes of governing body meetings, records to show how senior leaders monitor the quality of teaching, procedures for safeguarding children, the school's self-evaluation form and a report from the School Improvement Partner. The results of 45 questionnaires from parents and carers were analysed.

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

- how effectively the leaders and managers are dealing with the significant changes and challenges the school is facing
- how the quality of teaching enables pupils to make consistently good progress and reach high levels of attainment.

## Information about the school

The school's context is changing. The number of pupils on roll is increasing as they no longer leave at the end of Year 4. The oldest pupils are currently in Year 5. In September 2011 they will be in Year 6, moving on to the next stage of their education in September 2012 aged eleven. New rooms, built to enable the school to accommodate the additional year groups and provide administrative space, opened in September 2010.

Pupils start at the school in the Early Years Foundation Stage class in the September of the year in which they become five. They attend part time until the term they are due to celebrate their fifth birthday, when they attend full time. Nearly half the pupils live in the surrounding villages and the town of Lowestoft. The majority of pupils come from White British backgrounds. Few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils identified as having special educational needs and/or disabilities is also lower than the national average. There is a privately run after-school and holiday club on the school site. This is inspected and reported on separately.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

Blundeston Primary is a good school. Leaders and managers are determined to do what is best for the pupils to help them overcome any difficulties that prevent them from learning as well as they can. The quality of care, guidance and support is outstanding. Parents are very appreciative of their child's experiences in school, and the ways their children are cared for and safeguarded. The school's partnerships in promoting learning and well-being are also outstanding. Advice provided by outside agencies is implemented effectively. This means that targeted support for vulnerable pupils is having a significant impact on their attitudes, behaviour, confidence, relationships and learning.

The youngest children make a very rapid start in the outstanding Early Years Foundation Stage class. They acquire many of the skills and attitudes that will help them learn in future years. This rapid rate of progress is not sustained in Year 1 because work is not always matched to pupils' abilities. Those who find the work too hard or too easy are not redirected to other tasks to make better headway in lessons. The pace of learning picks up in Year 2 and attainment is above average in that year group. Pupils continue to make good progress and attainment in Year 4 is high. In Year 5 it is in line with the national average, but this is not typical of the school's performance. Progress is faster in English than in mathematics because there are not enough opportunities for pupils to apply their knowledge of mathematics to solving problems.

The main features that contribute to pupils' good progress, include:

- teaching that makes learning purposeful, real and relevant to pupils' lives
- a curriculum that develops links, skills, knowledge and understanding across different subjects
- the use of information and communication technology to capture pupils' interest, develop their research skills and record their work
- pupils' good behaviour, positive attitudes, and willingness to work together collaboratively or on their own to complete tasks successfully
- effective and well-trained teaching assistants who provide unobtrusive support to pupils, especially those with special educational needs and/or disabilities. They enable these pupils to remain independent and use their initiative, as well as play a full part in all the school offers.

While staff involve pupils in setting their individual targets to enhance progress, the targets are not sufficiently precise to give pupils a clear idea of what they can achieve in a shorter period of time and add impetus to their learning. The governing body has an effective plan to promote community cohesion. The school is starting to make firm links with schools in different parts of the country and overseas.

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Leaders and managers are facing the challenges and demands of the expansion of the school in a calm but determined manner. Careful forward planning means the school is on track to have everything in place for September 2011. Staff have undergone training in curriculum development. Already the curriculum for the current Year 5 offers many rich experiences appropriate for their age group. Resources for older pupils to use have been purchased. A Year 6 teacher with expertise in mathematics and in teaching pupils of this age has been appointed. Arrangements are already in place for the teacher to visit the school during the coming year. This is to enable him to contribute to developments in mathematics and meet the pupils. The building programme disrupted the work of the school for much of the last school year. That said, staff worked together to ensure that it did not have a negative impact on pupils' learning. These factors together with rigorous self-evaluation, a clear view by all leaders and managers of the school's strengths and weaknesses, and a sharply focused development plan show that the school has a good capacity for sustained improvement.

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

- Raise standards in mathematics further across the school by:
  - providing more opportunities for pupils to apply their mathematical skills to problem-solving.
- Maximise pupils' progress so that it is consistently good across all year groups by:
  - adapting lessons to meet pupils' needs when they find work too easy or too hard
  - ensuring pupils' individual targets are precise about the next step they are to reach in their learning.

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

**2**

Attainment on entry varies from year to year, but is mainly below that normally found on entry into school at age five. Pupils' rates of progress also vary depending on whether work is matched well enough to their needs. Information about pupils' progress shows that pupils in Year 1 do not make sufficient progress when their previous attainment is taken into account. Year 4 pupils made outstanding progress in reading and science while in Year 2 and Year 3. This has sustained high levels of attainment and achievement for all pupils in this year group. The same information shows that pupils in Year 5 have made expected levels of progress overall since Year 2 when their attainment was average. Leaders and managers are aware that this group marked time in Year 3 and have taken action to accelerate learning for these pupils and to make up for the lost time. This has proved successful in reading. Work is underway that involves training for staff, visits abroad to gain new ideas, workshops for parents and a newly appointed member of staff, to accelerate the progress and drive up attainment of all pupils in mathematics before they leave the school.

Pupils develop their skills in literacy at a good pace and use them effectively. They behave well, concentrate hard, show respect for each other's differences and their teachers, work capably together in groups, and show enthusiasm for learning by taking pride in doing their best. These qualities support pupils' good progress. They were observed particularly in Year 4 when pupils were working in different groups on a task together. Pupils were drawing on their different interpretations of expressions on the faces of children shown in

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photographs of them as they were evacuated. This was to help pupils to explore ideas about emotions in readiness for writing a story.

Pupils really enjoy being at school. Staff report that pupils continued to behave well and do their best throughout the building work. Attendance has improved since the last inspection and is now above average. In a discussion pupils agreed that, 'It's a good place to be because you learn lots of things.' A large proportion of pupils enjoy taking part in all the out-of-school clubs including sporting activities that contribute to their healthy lifestyles. They are proud to be school councillors, playground buddies or playground leaders and take their responsibilities seriously. They raise funds for a range of charities and know their local community, but their interaction with the wider world is relatively limited.

*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>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</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>	2
<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?**

A good curriculum and effective assessment procedures enable most staff to plan engaging activities that capture pupils' interests to meet their particular needs. They make links between subjects, and use information and communication technology well to help pupils carry out research and record their work. The atmosphere in classrooms is calm or business-like as pupils are attentive and interested in what they have to do. They respond really well to high expectations of behaviour and that they will do their best. Pupils receive clear guidance about what is expected of them in each lesson so they have a clear sense

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of purpose. In most lessons observed pupils received clear feedback about how well they were doing. Further challenges were put before them to enhance the quality of their work. This was not always the case, especially in Year 1. Consequently pupils lost time as the work was too difficult for them or it was too easy. Teachers work closely with their assistants who are clear about their role, and understand what pupils are to do and achieve during the lesson. Well chosen resources help pupils make the most of each lesson. Marking gives good advice to pupils on how to improve their work and older pupils are involved in assessing what they have done well and what they need to do to improve. The targets they set themselves, while useful, are not precise enough to increase their rate of progress significantly.

The curriculum is reviewed regularly to ensure that it continues to meet needs and promote pupils' personal development successfully. It is enriched by a wide range of visits out and visitors to the school. Music is a particular strength. All pupils in Years 4 and 5 play brass instruments and compose their own music, such as 'Blundeston Jazz', on the computers.

Arrangements to help pupils settle quickly whenever they join the school, or transfer from one class to another are high quality. Steps are taken to get to know pupils as individuals and their particular needs well, if possible before they start at the school. Close liaison has been established between the Early Years Foundation Stage and Year 1 so that children know their new teacher. Advice is sought from partnerships with other agencies, especially behaviour support, to ensure provision is sharply targeted to meet their needs to overcome possible barriers to learning. Arrangements for the transfer of pupils to the next stage of their education when they have completed Year 6 are already under discussion.

*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>1</b>

**How effective are leadership and management?**

Senior leaders, managers and the governing body have a clear vision for the school as it expands to take pupils in Years 5 and 6. They are ambitious for their pupils, wanting them to do as well as they can and have taken this into account in their forward planning. Strong emphasis is placed on improving the quality of teaching through visits to lessons or informal visits on a daily basis. Staff are held responsible for the progress their pupils make. Where progress is not sufficient, action is taken to improve practice.

Procedures to check the school's effectiveness are systematic and rigorous. Key strengths and areas for development are identified each year and appropriate training and action implemented. The main priority this year is to drive up standards in mathematics, enhancing pupils' progress so that it is consistently good across the school. Expertise that

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may not be obtained in other ways is sought from partner schools, the local authority and other agencies to tackle weaknesses. The school is fully committed to providing equal opportunities and enabling all pupils to participate in what the school offers. Gaps in the achievement of different groups are identified and tackled rigorously. It can provide key examples where advice has brought about significant changes, especially in pupils' behaviour, attendance and progress.

The governing body is involved fully in planning the long-term development of the school. Its expertise is used skilfully to challenge, support, manage finance, monitor the quality of provision, and forge partnerships with parents. Procedures for safeguarding the pupils are good and well-regarded by parents. They are updated regularly and new routines implemented to make sure visitors to the school also take responsibility for pupils' safety.

The governing body's plan to promote community cohesion is at an early stage of implementation, but the provision is good. The school is a cohesive community and plays an integral role in the local community. Pupils have a good understanding about other cultures. A teacher of French recently provided opportunities for pupils and their parents to have a deeper understanding of French culture by cooking and tasting food, learning rhymes and looking at maps. Arrangements have been made for pupils to visit a school in a nearby town where pupils come from very different backgrounds. Links have also been established with a school in London and global links may include a school in Canada.

*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	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

High-quality leadership, management and inspirational teaching is centred on expert knowledge of how young children, including those with special educational needs and/or disabilities, learn and progress. A highly stimulating, welcoming environment offers children many rich, varied and imaginative experiences that meet their needs. Children's

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enthusiasm and curiosity is captured very effectively and directed into developing high levels of independence and decision-making. From the start children respond well to guidance about how to play safely and to look after resources and one another. Strong partnerships with outside agencies, pre-school playgroups, nurseries and parents ensure that children settle quickly and their previous learning is built on from the first day in school.

Very effective training for staff and volunteers ensures a consistent approach so that children's ideas are valued fully and used as a basis for their learning. Adults are accomplished at recognising when to intervene to take children's learning forward and when to give them time to explore interests in depth. For example, a group of children decided they wanted to make a book each. Skilled questioning helped the children to think about how they could do this, choosing their own materials. Once their ideas had been explored they worked independently selecting different types and sizes of paper to make a book to their own design. They drew pictures and wrote a story that they could tell to a friend or grown up. The pictures were imaginative and the marks they made clearly recognisable as letters they had been learning earlier. On another occasion, children found worms while digging in the garden and asked lots of questions. To help them learn more, a wormery was constructed in answer to, 'What makes a worm happy'? Such engaging activities make a significant contribution to children's enjoyment, achievement, excellent behaviour and confidence in learning. Together with effective assessments, they also contribute to the rapid development of knowledge and skills across all the areas of learning. Consequently, from below expected attainment on entry, attainment is above the national average when children move into Year 1, especially in personal social and emotional development, communication language and literacy, counting, problem solving and physical development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The parents responding to the questionnaire are particularly pleased with their child's experience at the school, the quality of teaching and the way in which their child's needs are met. In addition, parents appreciate fully the manner in which their children are safeguarded. Written comments were mostly full of praise for the way the school has supported parents and their children. Inspectors endorse the positive views expressed. A few parents disagreed that the school takes account of their suggestions or concerns. The school surveys parents for their views on a range of issues and takes them into account wherever it is practical and possible. Individual matters raised were brought to the attention of the headteacher and were taken into account during the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Blundeston Church of England Voluntary Controlled 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	76	10	22	1	2	0	0
The school keeps my child safe	30	67	15	33	0	0	0	0
My school informs me about my child's progress	22	49	23	51	0	0	0	0
My child is making enough progress at this school	23	51	21	47	0	0	1	2
The teaching is good at this school	27	60	18	40	0	0	0	0
The school helps me to support my child's learning	28	62	15	33	2	4	0	0
The school helps my child to have a healthy lifestyle	30	67	12	27	2	4	1	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)	25	56	16	36	1	2	3	7
The school meets my child's particular needs	25	56	19	42	1	2	0	0
The school deals effectively with unacceptable behaviour	24	53	15	33	4	9	0	0
The school takes account of my suggestions and concerns	23	51	15	33	6	13	0	0
The school is led and managed effectively	31	69	11	24	3	7	0	0
Overall, I am happy with my child's experience at this school	31	69	13	29	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. 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 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.**



22 September 2010

Dear Pupils

**Inspection of Blundeston Church of England Voluntary Controlled Primary School, Lowestoft, NR32 5AX**

Thank you for making us welcome when we visited your school recently and for answering all our questions. We were pleased to hear that you were very helpful to all the adults in school while the new classrooms and offices were being built. We hope the opening ceremony went well.

You told us you go to a good school and we agree. Children in the Early Years Foundation Stage make a wonderful and exciting start to school. They learn many things that will help them in the future without realising it. Most of you are taught well and you make good progress, especially in reading and writing, because you have interesting things to do. You behave well. Adults work together, sometimes with the help of people from outside the school, to take excellent care of you. Those of you who have responsibilities, such as a school councillor or playground buddy carry them out sensibly.

Everyone wants you to do the best you can, especially as the school will have Year 6 soon. We have asked the adults to:

- help you to do even better at mathematics by giving you more opportunities to use your mathematical skills to solve problems
- ensure you make good progress all the time by changing what you do in lessons when you find the work too easy or too hard
- make sure your personal targets give you a very clear idea of what you need to do to reach the next step in your learning. For example, at the moment one of your targets says 'get better at my times tables'. It is not clear which ones you are good at or the ones you find difficult, so you may want to say to 'get better at my eight times table'.

We are sure that you will all help to make these improvements by continuing to try your best.

Yours sincerely

Katherine Beck  
Lead inspector

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