

# King's Oak Primary School

## Inspection report

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<b>Unique Reference Number</b>	102582
<b>Local Authority</b>	Kingston upon Thames
<b>Inspection number</b>	355215
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Liz Kounnou

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pauline Williams
<b>Headteacher</b>	Cathy Clarke
<b>Date of previous school inspection</b>	12 February 2008
<b>School address</b>	Dickerage Lane Surrey Surrey KT3 3RZ
<b>Telephone number</b>	0208 942 5154
<b>Fax number</b>	0208 336 0853
<b>Email address</b>	kop@rbksch.org

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 30 lessons taught by 19 teachers. Meetings were held with members of the governing body, staff and groups of pupils. The inspectors observed the school's work, and looked at pupils' books, work on display, school policies, planning and assessment information. The inspectors analysed questionnaires completed by 146 parents and carers, 65 pupils in Key Stage 2 and one staff member, all of which helped to inform the inspection process.

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

- The achievement of all groups of pupils to determine whether teaching is sufficiently challenging.
- The achievement of pupils in mathematics in Key Stage 2 to determine whether teaching in mathematics is sufficiently challenging for pupils of all abilities.
- The impact of leaders at all levels in securing improvement towards the school's priorities.

## Information about the school

The school was renamed as King's Oak Primary School in September 2010. The school is larger than average and serves a mixed community. More pupils join or leave the school during the school year than is typical. Many new pupils arrive from overseas. The proportion of pupils known to be eligible for free school meals is much higher than average. Almost half the pupils are of White British heritage, the remainder are from a wide variety of minority ethnic groups. About a third speak English as either a second or a new language, 47 languages are spoken. The proportion of pupils with special educational needs and/or disabilities is considerably higher than average. The majority of this group have been assessed with moderate learning or behavioural and emotional difficulties. The school has resourced provision for up to 27 pupils with autistic spectrum disorder in Key Stage 1 and Key Stage 2. The governing body provides and manages a breakfast club and an after-school club for pupils. The Financial Management Standards in School was achieved in 2010.

There has been a high level of change in leadership and staffing since the last inspection. The governing body appointed a permanent headteacher a year ago.

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

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

King's Oak Primary School provides a satisfactory standard of education for its pupils. The school is successfully emerging from a difficult period and enjoys the support of most parents and carers. The new headteacher has quickly got to grips with what needs to be done to improve. She has motivated staff and members of the governing body through a relentless focus on improvement. Senior leaders have created a shared commitment among the staff to improve learning for all pupils. Regular and rigorous checks are made to judge the extent of improvement. Senior leaders provide clear and positive feedback to teachers with clear guidance for improving practice even further. As a result, achievement is rising steadily. For example, the rate of progress in both English and mathematics was higher than average in Year 6 last year, significantly so in English. The school has successfully narrowed the gap in achievement in Years 1 and 2, between those pupils known to be eligible for free school meals and their peers so that they do better than the national picture. Pupils learning to speak English as an additional language also do better than their peers nationally where support is well targeted, particularly in the Early Years Foundation Stage. Parents appreciate the improvements made in the quality of teaching and learning. One parent, voicing the views of others, said: 'I have seen a huge change in my son's learning.' The greatest success has been in establishing clear guidance for managing inappropriate behaviour in lessons. This has transformed the atmosphere in school. Pupils' good behaviour makes a substantial contribution to the calm atmosphere and good attitudes to learning. The behaviour policy has a good effect for children supported in the resourced provision. The support enables pupils to work successfully with their peers in mainstream lessons because they understand how management of their own behaviour will help them in their learning. These successful actions taken to address deficiencies are based on a clear and accurate review of the school's performance. This has ensured continuing improvements in pupils' progress and enjoyment of learning, and confirms the school's satisfactory capacity to continue improving.

Teaching is satisfactory, but variable, particularly in mathematics where some teachers lack confidence in teaching the subject, and this slows the rate of improvement in mathematics. Lessons do not always provide enough opportunities for pupils to discuss mathematical ideas and deepen their understanding of complex concepts. New policies for assessment, marking and target setting are guiding practice strongly, but not yet implemented fully in every class. As a result, not all pupils are able to judge how well they are doing in lessons, and some do not know how to improve their work. Very clear guidance is provided for all teachers to help pupils learning English as an additional language. However, this is not used consistently. Occasionally, topics do not take account of the difficulties of learning a new language so that in these lessons, pupils at early stages of learning to speak English cannot participate fully because they do not understand.

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Pupils enjoy school and attend regularly. They say that they feel safe in school and have a sound understanding of how to live healthy lifestyles. Pupils feel secure and able to make the best of the opportunities that are available to them because of the good care, guidance and support that they receive. There is a strong sense of common values among all the different groups of pupils due to a great deal of mutual consideration and respect for the views of others.

The school has secure procedures for ensuring the safeguarding of pupils and takes appropriate action to promote equality of opportunity. Senior leaders have planned how they will set about reviewing and improving the curriculum over the coming year. Good quality evaluation has identified that pupils are over-directed in some subjects, so that they do not have regular opportunities to work things out for themselves. Although the school is a diverse and harmonious community, the curriculum centres mainly on the culture of White British pupils and does not fully reflect the breadth of cultures in the school.

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?

- Improve pupils' progress and the quality of teaching and learning, particularly in mathematics, by:
  - ensuring that assessment information is used consistently to plan for pupils' progress in all lessons
  - ensuring that pupils in all classes know what they need to improve to reach their learning targets and how to judge their own success in lessons
  - ensuring that teachers' marking and their discussions with pupils across the school help pupils understand how to improve their work
  - helping teachers increase their subject knowledge of mathematics.
- Improve the quality of curriculum provision so that:
  - all pupils have greater opportunities in mathematics to work independently, make decisions about solving problems, and to talk about mathematical ideas and solutions
  - all pupils have more opportunities to learn about the diverse cultures of Great Britain and those represented in the school
  - pupils who are learning to speak English as an additional language are able to play a more active part in all lessons.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Attainment at the end of Year 6 is significantly below average overall. Levels of attainment in reading are improving and are now broadly average. Levels of attainment at the end of Year 2 are improving strongly and are now average. Pupils' progress is improving securely and quickly. For example, in 2010, most Year 6 pupils achieved the expected rate of progress in English. Pupils who have been at the school longest make the most progress.

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Newcomers make least progress because there has often not been enough time to fully assess their needs and implement accurately targeted support. Pupils at early stages of learning to speak English as an additional language do well when they take part in sharply focused sessions to learn new vocabulary before a new topic is taught. Where key words are given prior to the lesson, they have the confidence to join in whole class discussions with enthusiasm and understanding. However, this is not found consistently across the school.

Pupils learn new reading skills at a good rate. Writing skills develop more slowly in Key Stage 2, partly because pupils of all abilities sometimes record answers in a simplistic way on worksheets rather than thinking how to set out and record their work for themselves. In contrast, Year 1 pupils could not wait to tackle the task of writing in the first person about how the fox is feeling just before he plans to eat Rosie the chicken. This was because they had talked about the fox's feelings in detail together before they began to write. The resulting writing is of a very high standard.

Pupils' good attitudes to work are evident in the careful presentation of their work. They try hard to complete their work but are too often unaware of the teacher's expectations for the lesson. For example, Year 3 pupils use a line to mark how they are breaking down pairs of two or three digit numbers to add them together. They follow directions well and the majority arrive at correct answers. However, very few can explain what they are doing or how they know that they are right. If the order of the numbers is changed, even the most able lose confidence because they do not fully understand the process of adding together hundreds, tens and units. Similarly, Year 5 pupils have yet to grasp the concept of decimal place. They use equipment routinely to complete the task, and correctly record numbers of up to four decimal places, but cannot explain with clarity which numbers are larger or smaller or why they are recording in this way.

Pupils with special educational needs and disabilities make satisfactory progress, including those supported in the resource bases. Suitable strategies are used to break down learning into bite size pieces and to provide specific support when assessment data reveal that progress might be slowing. However, work is sometimes too easy and does not always provide enough challenge. Pupils' preparation for the next stage of their education is sometimes limited by a lack of challenging opportunities for pupils to work together, make their own decisions and use exciting equipment independently. They play a good role in supporting their school community, taking responsibilities seriously, such as choosing the new school name and uniform, but have few opportunities to influence their local community.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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>

<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?

Teaching is satisfactory but variable. As a result, rates of progress fluctuate across the school. Learning objectives are given at the beginning of each lesson. However, these are not always clear and this makes it difficult to explain how pupils can judge their success in the lesson. Consistent application of the new behaviour policy has had considerable success. Pupils are attentive because they are interested, and know the consequences of misbehaviour. They particularly enjoy enrichment activities such as African drumming and examining Ancient Greek artefacts. Boys were enthralled with the helmet and weapons and, as a result, can remember many key points when describing life in Ancient Greece. Religious education provides opportunities to learn about the wide range of different practice in the school community. Pupils show great respect for the varied beliefs of their peers. However, few other subjects reflect the rich heritage of the school community. The exception is in reading where a wealth of dual language resources that reflect the school's cultural mix are available so that pupils are highly motivated to read. This has a positive impact on reading standards which are rising in all year groups.

Pupils' attendance has improved due to the school's clear support and guidance for parents and carers and pupils, and partnership work with the local authority. A breakfast and after-school club offer continuity of care for those families who choose to use them. Pastoral care is good for all pupils but particularly so for those who are supported by the resourced provision. In addition, very strong partnerships with families and educational

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professionals ensure that each child's support is tailored to their specific needs. 'Buddies' are assigned to overseas pupils from the first moment they arrive to partner each child and help them settle. Consequently, they soon build their confidence and fully participate in school life.

*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>2</b>

## How effective are leadership and management?

In the strong drive to improve teaching from satisfactory to good, senior leaders use the outstanding teaching within the school effectively as a resource to support the professional development of both teachers and teaching assistants. The school has secure procedures for ensuring the safeguarding of pupils. All staff receive regular training to update their skills in this area and know who to liaise with if they have any concerns. However, members of the governing body are not yet fully confident to carry out safeguarding checks without support. They have access to good quality information so that they know how well the school is doing and are increasingly focusing on pupils' achievement.

Provision to secure equal opportunities and tackle discrimination is satisfactory. The school's accurate tracking system highlights any underperformance. Senior leaders provide specific guidance for teaching each of the various groups, such as '20 top tips for teaching children learning English as an additional language'. This ensures that teachers know the best strategies to use for individual children.

An audit of the school's work to promote community cohesion revealed that there are no strong international or national links with other institutions. A clear plan for improvement seeks to draw on the wealth of cultural and international links that exist in the school community to improve this aspect of school life. School leaders are highly proactive in tackling racist behaviour. Pupils are surprised to be asked if there is racist behaviour in the school, because they consider it unacceptable.



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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Good leadership has resulted in children reaching levels which are above those expected by the end of Reception despite entering the Nursery with levels of skills, knowledge and understanding which are below those expected. Levels of attainment increased significantly at the end of Reception in 2010 due to a strong focus on developing early literacy and numeracy skills. Children make good progress because they have a lot of fun in both nursery and reception. There are plenty of opportunities to develop good social skills and the freedom to select their own resources. However, some of the activities children initiate are low level, lacking challenge and a focus on learning. Whole-class sessions are not always as successful as they could be because some are too long and the group is too large. There are generous well-equipped spaces available for children to use indoors and outside. Children particularly enjoy using the technology resources, such as remote control cars. At the moment, there are many large and small resources around the Reception classrooms to promote understanding of size as children are immersed in the tale of Goldilocks and the Three Bears.

Rigorous assessment of individual children by key workers means that staff know how children are doing. Much attention is given to helping children develop spoken language. Those starting school with little or no English are supported very well by specialist teaching support. Activities in both the Nursery and Reception classes are designed to encourage children to talk together. Adults working with small groups lead learning well both indoors and outside.

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*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

The majority of parents and carers have positive views of the school. They are particularly pleased with the welcoming, caring ethos. Evidence from the inspection supports parents' and carers' views that children enjoy school and that care, guidance and support for pupils are good. Parents and carers were fully consulted and supportive of changing the school name. One wrote: 'The new name and uniform has strengthened the sense of community in the school - the new headteacher has made many necessary changes.' Parents and carers of children with special educational needs appreciate the individual support from staff in the resourced provision. The very small minority of parents and carers who express concerns raise different individual issues with no clear pattern, other than concerns about behaviour management. Inspectors found pupils' behaviour to be good and managed well in all classes. On the rare occasions when individual complaints have been escalated to the local authority, the school was found to be following appropriate procedures. The team found that most individual concerns were not borne out by inspection evidence. However, inspectors agree that the extent of staff changes has limited the school's ability to make good progress since the last inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at King's Oak Primary 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 146 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	55	59	40	5	3	0	0
The school keeps my child safe	84	58	60	41	2	1	0	0
My school informs me about my child's progress	77	53	62	42	6	4	0	0
My child is making enough progress at this school	64	44	73	50	4	3	2	1
The teaching is good at this school	72	49	72	49	0	0	1	1
The school helps me to support my child's learning	65	45	74	51	7	5	0	0
The school helps my child to have a healthy lifestyle	68	47	70	48	3	2	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)	50	34	80	55	4	3	3	2
The school meets my child's particular needs	63	43	74	51	6	4	0	0
The school deals effectively with unacceptable behaviour	54	37	67	46	18	12	2	1
The school takes account of my suggestions and concerns	45	31	82	56	10	7	1	1
The school is led and managed effectively	52	36	81	55	4	3	0	0
Overall, I am happy with my child's experience at this school	65	45	72	49	6	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 January 2011

Dear Pupils

**Inspection of King's Oak Primary School, New Malden KT3 3RZ**

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us. Your school gives you a satisfactory standard of education and there are quite a lot of things your school does well.

The things we like most about your school are:

- you all get on very well together, and the buddy system helps new children settle down when they first arrive at school
- nearly all of you say you enjoy school, you usually appear cheerful in lessons, and some children report that you have quite a lot of fun at school
- the way most of you try hard to keep your work neat and tidy
- the way that you think about things carefully and usually make the right choices
- the way that staff and the governing body ensure that you are safe and well cared for at school.

To help the school become even better, we have asked senior leaders to help you achieve more, especially in mathematics. We have also asked them to make sure that when teachers mark your books they give you clear help on how you can improve. You could help by working hard to reach your targets. We would like you to have the chance to make more decisions in lessons, particularly when you work together in groups and on your own. Lastly, we think you could learn more about how other people live and work in Great Britain and around the world. You could tell the headteacher some things you would like to find out.

Thank you again for talking to us about your school and making us welcome. We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Liz Kounnou

Lead inspector

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