

# All Saints Anglican/Methodist Primary School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 122799            |
| <b>Local Authority</b>         | Nottinghamshire   |
| <b>Inspection number</b>       | 359305            |
| <b>Inspection dates</b>        | 6–7 April 2011    |
| <b>Reporting inspector</b>     | Carol Worthington |

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 aided                          |
| <b>Age range of pupils</b>                 | 4–11                                     |
| <b>Gender of pupils</b>                    | Mixed                                    |
| <b>Number of pupils on the school roll</b> | 66                                       |
| <b>Appropriate authority</b>               | The governing body                       |
| <b>Chair</b>                               | Reverend Derek Hollis                    |
| <b>Headteacher</b>                         | Lesley Molyneux                          |
| <b>Date of previous school inspection</b>  | 4 June 2008                              |
| <b>School address</b>                      | Top Street<br>Elston, Newark<br>NG23 5NP |
| <b>Telephone number</b>                    | 01636 525324                             |
| <b>Fax number</b>                          | 01636 525279                             |
| <b>Email address</b>                       | office@elstonallsaints.notts.sch.uk      |

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|--------------------------|----------------|
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## Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons led by three different teachers. Meetings were held with the headteacher, the deputy headteacher, and the Chair of the Governing Body. A discussion was held with a group of pupils from Key Stage 2. Many pupils were spoken to informally. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 47 parents' and carers' questionnaires and those completed by 38 pupils.

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

- Inspectors investigated whether the standard of English consistently matches that of mathematics, and whether boys' writing has improved to be closer to the high standard achieved by girls.
- Inspectors considered whether all pupils, including those with special educational needs and/or disabilities, have equal opportunities to make consistently rapid progress in all areas of the curriculum.
- Inspectors considered how well the school promotes community cohesion beyond its immediate locality, enabling its pupils to gain first-hand experience of people from the wide cultural mix in the modern United Kingdom.
- The team looked at whether the school is justified in asserting that pupils' behaviour and personal development have improved to outstanding from the good judgement at the previous inspection.

## Information about the school

This smaller-than-average primary school is situated in a rural setting. The majority of pupils are of White British origin, with a small number from other ethnic groups. Nearly all pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these pupils have physical disabilities, specific learning or behavioural difficulties. There are none with a statement of special educational needs. The school has National Healthy Schools Gold status, and an Arts Council Creative Partnership award. Children are taught in three classes: Reception/Year 1; Years 2/3/4; Years 5 and 6.

**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?**

**1**

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

**1**

## Main findings

All Saints Primary is an outstanding school. The headteacher provides outstanding leadership and constantly communicates her vision for excellence. Consequently, the whole staff and the governing body share in this ambition. The use of highly accurate self-evaluation, based on sharply focused monitoring, has led to rapid improvement since the school's previous inspection. All issues from that inspection have been fully addressed. The highest expectations are apparent in all aspects of the school's work. The school is maintaining high standards because of outstanding provision and excellent leadership and management, and has excellent capacity for further improvement.

The school's performance in national tests has been significantly above average for the last three years, and current assessments show that these standards are being maintained. Attainment in mathematics is exceptionally high for both girls and boys. Attainment in spoken English and reading is also high. There has been much improvement in writing due to the school focus on boys' attainment, and this is now very close to the exceptionally high standard reached by most girls. Although the content of both boys' and girls' written work is of high quality, it is not consistently matched by high quality presentation. Pupils do not adopt a consistent handwriting style, nor do older pupils consistently present written work in ink.

Teaching and learning are outstanding in all three classes. This is because all teachers are highly skilled practitioners who know their pupils well, and plan individual programmes of work for every child in the class, through meticulous use of regular assessment. This is not confined to English and mathematics, but extended to science and all other subjects. Pupils themselves are becoming adept at assessing how well they are doing. As a result, all pupils, including those with special educational needs and/or disabilities, make excellent progress. Planning is excellent, and outstanding use of literacy, numeracy, and information and communication technology (ICT) across the curriculum contributes to pupils' outstanding achievements in all subjects.

Pupils come to school eagerly and punctually, expecting to work hard. Attendance is above average. Pupils say they enjoy learning, and it is obvious that they do from the great pride they take in their achievements. They are very enthusiastic about the motivating curriculum themes, and particularly enjoy practical science, where their skills of scientific enquiry develop at a rapid rate through exciting investigations.

The school's small size is advantageous in establishing a family atmosphere, where everyone is well known and valued. Behaviour is excellent throughout the school, which is a calm and orderly place for learning as a result. Pupils develop as responsible, caring young people, who know how to live safe and healthy lives. Spiritual development is excellent. The values which underpin the school's ethos enable pupils to gain a clear perspective on life from which to compare and respect other people's feelings and values.

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The few pupils from minority ethnic groups, and those learning to speak English as an additional language, are rapidly integrated. They quickly take on responsible posts and their achievement is as excellent as that of their classmates.

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

- Improve the presentation of written work to match its excellent content, by:
  - adopting a consistent handwriting and presentation style throughout the school
  - making sure that all pupils are able to write neatly in ink by the beginning of Year 5.

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

**1**

All pupils make excellent progress and achieve at a high level. Their outstanding literacy and numeracy skills are hugely important features of their learning. They enable them to succeed in all areas of the curriculum and be extremely well prepared for their secondary education. All pupils in the Year 2/3/4 class enjoyed being challenged by the task of describing a Tudor sea monster. They made excellent progress, delighting in using language such as 'ferocious fangs', 'seriously slippery skin' and 'scary teeth'. Valuable support and guidance provided by teaching assistants helped pupils with special educational needs to think about how best to describe the tentacles of their sea monsters. Girls and boys in Years 5 and 6 were completely absorbed in their mathematics tasks for the whole lesson, when estimating and measuring angles. This was because the tasks precisely matched their needs and involved different challenging practical activities, including reinforcement using laptop computers.

Pupils' excellent behaviour and attitudes are major factors in enhancing learning. All say they enjoy lessons, particularly when they undertake practical work such as learning about forces by testing paper helicopters. Pupils' social skills are very well developed; they work and play harmoniously together and willingly take on responsibilities as monitors, prefects and school councillors. At lunch times, older pupils act as role models for good manners as they serve nutritious food at each table. They enjoy very active playtimes and sporting clubs. Pupils show their care for others by a wide variety of charitable giving, both in their immediate neighbourhood and further afield.

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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>1</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 1        |
| The quality of pupils' learning and their progress  | 1        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 1        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>1</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</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?

Teachers capture pupils' interests by imaginative planning of work with stimulating and relevant activities. For example, a lesson on forces included looking at the different ways these act on pupils' bicycles. Teachers make excellent use of the school's rigorous procedures for tracking pupils' progress, and their own comprehensive marking, to plan individual programmes of work for every pupil. Targets are set and regularly checked and modified to enable any underachievement to be rapidly identified and measures put in to rectify it. As a result, all pupils make rapid progress. Pupils are becoming adept at judging for themselves how well they are doing and engaging in verbal and written dialogue with their teachers to meet their targets. Pupils with special educational needs and/or disabilities, and the very few who are learning to speak English as an additional language, are very well supported in their learning by teachers and teaching assistants.

The curriculum is exemplary in the way it is matched to the specific learning needs of individual pupils. Topics respond to the interests of pupils, for example their request for a 'Victorian Christmas Theme' day. The National Curriculum subject requirements of each key stage are carefully rotated to cope with the different year groups in each class. The curriculum is enhanced by a wide variety of clubs and enrichment opportunities for a small school. The school makes the best use it can of its partnerships with local schools, particularly in sport, modern languages, science, performing arts and provision for gifted and talented pupils.

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Very well targeted support for all pupils enables them to make the best of the opportunities provided by the school. Pastoral care is of very high quality. All pupils are well known as individuals by adults in the school and know they always have someone to talk to if they are worried. Exemplary guidance is given to pupils and their families when they start school and leave for secondary education. When needed, the school's work with children and families facing challenging circumstances is outstanding.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>1</b> |
| Taking into account:<br>The use of assessment to support learning  | 1        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

## How effective are leadership and management?

The headteacher models the highest possible expectations of all the children in her care. Frequent and effective monitoring of teaching and learning, with sharing of expertise, are effective in maintaining high standards and a continued drive for further improvement. Very challenging targets are set for all pupils and frequently exceeded, particularly in mathematics.

The governing body brings a high degree of professional expertise to its responsibilities. It plays a significant role in the self-evaluation process and very effectively challenges and holds the school to account. It is vigilant in ensuring that safeguarding retains its high priority by regularly monitoring and evaluating its effectiveness. Governors thoroughly assess all potential risks and take the views of pupils, voiced through the school council, into account. These recently resulted in important changes to enhance safety in the school grounds.

This is a school where everyone has equally excellent opportunities to succeed, and is expected to do so. All pupils have individual programmes of study, based on careful and frequent assessments of their progress. They all have opportunities to take part in the excellent enrichment programmes. There is a strong partnership with parents and carers. All who responded to the Ofsted questionnaire reported overall satisfaction with their children's experiences at the school.

The school is in a rural environment which is virtually all White British. Leaders make good use of assemblies, visits and visitors to give pupils first-hand experience of a mixture of cultures. This is also fostered by joint undertakings with other schools in its local 'cluster' and further afield. The school is regarded highly within the village contributing to local events, such as community lunches and church services. It also has links with a school in Ethiopia, for which it is raising funds for science equipment.

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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>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 1        |
| <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>1</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</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>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>1</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>1</b> |

## Early Years Foundation Stage

Most children enter the Reception class with skills and abilities similar to those expected for their age. Consistently excellent teaching by all adults who work with the children ensures that they make outstanding progress and thoroughly enjoy learning. By the time they enter Year 1, virtually all have attained the early learning goals in all areas of learning.

Due to the importance school leaders place on the development of literacy, children's reading and writing skills improve rapidly. They learn, in daily sessions, to identify letters and sounds, and become adept at putting them together to make words and simple sentences. Their vocabulary is increased by wall displays, for example on their space topic, which identifies craters on the moon and matches names such as aliens, flying saucers and rockets to their own pictures. Independent activities such as taking telephone 'messages' also help develop their emergent writing.

Children are confident and happy in this secure and welcoming environment. Their personal, social and emotional development is outstanding, providing the foundation for the excellent behaviour apparent in the rest of the school. They fully understand the class routines, knowing when 'good sitting' and 'good listening' are required. They settle attentively on the carpet, helped by the directions of their ragdoll 'classmate', ready to discuss their learning. Transition between Reception and Year 1 is seamless, individual children proceeding at their own pace, and remaining in the same class.

Planning is excellent and includes activities across all the areas of learning for the Early Years Foundation Stage. Teachers plan exciting activities, for example an Easter Egg hunt to reinforce learning about halves and doubles of numbers. All children are confident in using the interactive whiteboard to manipulate letters, numbers and other symbols. There is a well-equipped learning environment indoors and immediately outdoors to develop all



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the skills expected for children of this age. The welfare of all children has a similarly high profile to that throughout the school. The excellent partnership with parents and carers extends to home visits and workshops on, for example, how literacy development can be continued at home.

*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

There was a higher than usual return of completed questionnaires from parents and carers, who expressed very positive views about the school. All who responded wrote that they are happy with their children's experience, feel their children enjoy school, where they are kept safe, helped to have a healthy lifestyle and are prepared well for their future. Several wrote praising the school for its values and the quality of education.

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

Ofsted invited all the registered parents and carers of pupils registered at All Saints Anglican/Methodist 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 36             | 77 | 11    | 23 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 40             | 85 | 7     | 15 | 0        | 0 | 0                 | 0 |
| My school informs me about my child's progress  | 33             | 70 | 13    | 28 | 1        | 2 | 0                 | 0 |
| My child is making enough progress at this school   | 32             | 68 | 13    | 28 | 2        | 4 | 0                 | 0 |
| The teaching is good at this school   | 34             | 72 | 12    | 26 | 1        | 2 | 0                 | 0 |
| The school helps me to support my child's learning  | 27             | 57 | 18    | 38 | 1        | 2 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 28             | 60 | 19    | 40 | 0        | 0 | 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) | 29             | 62 | 16    | 34 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 29             | 62 | 15    | 32 | 2        | 4 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 34             | 72 | 12    | 26 | 1        | 2 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 26             | 55 | 16    | 34 | 4        | 9 | 0                 | 0 |
| The school is led and managed effectively   | 32             | 68 | 12    | 26 | 2        | 4 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 41             | 87 | 6     | 13 | 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      | 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.**



8 April 2011

Dear Pupils

**Inspection of All Saints Anglican/Methodist Primary School, Newark,  
NG23 5NP**

Thank you very much for being so helpful to my colleague and me during our visit. It was good to see you all so happy and enjoying your learning. I think you are very lucky to go to All Saints, because it is an outstanding school.

Your headteacher and governing body do an excellent job in running the school. Teaching is excellent, so you enjoy your lessons and work hard. Your teachers expect all of you to do well, and so you do, particularly in reading, writing, mathematics and science. This prepares you really well for work at secondary school. Your behaviour is excellent and your attendance is above average. You come to school wanting to learn, and this helps you make the most of your school days.

All the adults take excellent care of you and in turn, you take care of those younger than yourselves, particularly at lunch and playtimes. You can always talk to someone if you are worried. You learn how to keep yourself safe and have definite opinions about many aspects of your education, which you express through the school council.

You have good links with the local community and church and know a lot about people in places further afield, who have different cultures and customs. You enjoy getting to know some new friends in Ethiopia, and raising money for their school.

There are not many things that need improving in your school, but I did notice that your handwriting presentation sometimes lets down the high quality of your work. I am asking your teachers to make sure that you all learn a neat style of handwriting, and can write in ink, in your best books, by the time you get to Year 5.

I wish you all well in the future and I know that you will keep on working hard, because you enjoy learning so much and want to do well.

Yours sincerely

Carol Worthington

Lead inspector

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