

# Brading Church of England Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	118182
<b>Local Authority</b>	Isle of Wight
<b>Inspection number</b>	358282
<b>Inspection dates</b>	12–13 May 2011
<b>Reporting inspector</b>	Laurie Lewin

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>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Redfern
<b>Headteacher</b>	Beverley Gilbert
<b>Date of previous school inspection</b>	25 September 2007
<b>School address</b>	West Street Brading PO36 0DS
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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons taught by five teachers were observed. The inspectors met with pupils, staff, parents and carers and members of the governing body. The inspectors observed the school's work, and looked at school documentation including teachers' planning, assessment information and safeguarding policies; they also scrutinised samples of pupils' work. The inspectors analysed 15 questionnaires from parents and carers, 40 questionnaires from pupils and 17 questionnaires from staff.

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

- Are more-able pupils and those identified as gifted and talented making enough progress?
- Are all groups of pupils making enough progress in mathematics?
- How widely do pupils use their information and communication technology skills?
- How effectively do subject leaders carry out their roles?

## Information about the school

This is a small school. The overall proportion of pupils with special educational needs and/or disabilities is above average and many of the individuals concerned have speech and language difficulties. The proportion of pupils known to be eligible for free school meals is well above average. Nearly all of the pupils are White British, with a very small number coming from other ethnic backgrounds. The school has four classes, one of which is for children in the Early Years Foundation Stage. In November 2009, the school became federated with another nearby school as part of the local authority's plans for reorganising its schools. Also, as part of the local authority school reorganisation plans, the age range of pupils attending the school was changed from 49 to 411. The school is midway through this change. The current Year 5 pupils (age 10), will remain at the school as Year 6 next year to complete the change. The school is accredited with the Healthy Schools Award.

**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

This is a good school. It has a welcoming and friendly ethos. Children get a good start to school in the Early Years Foundation Stage where they are taught well and make good progress. Throughout the rest of the school, good teaching results in pupils achieving above average levels of attainment by the end of Year 5. Staff have good relationships with all pupils and use these well to encourage all groups of pupils, including those with special educational needs and/or disabilities, to become confident and enthusiastic learners who enjoy school. Teachers provide interesting activities for pupils and incorporate a good range of practical activities to boost pupils' learning. Pupils' behaviour is good, they support each other well, concentrate well in lessons and develop positive attitudes to learning. The school makes very good provision for promoting pupils' personal, social and health education within the curriculum. For example, the strong involvement of pupils in growing fruit and vegetables in the school's outstanding garden facility and their wide involvement in fitness activities results in them gaining an excellent understanding about how to keep themselves fit and healthy. The school is a central part of the local community, with many parents and members of the community supporting school activities such as the gardening project and a wide range of school activities. Engagement with parents and carers is outstanding. Through local activities, such as their collaboration with the local council in developing information leaflets, pupils make an outstanding contribution to the community.

Although pupils achieve well in most areas of their work, attainment in writing is not as good as in reading and mathematics. Pupils do not always have enough chances to talk about their ideas before writing them down. Pupils show average skills in information and communication technology (ICT) in part because there are not enough opportunities planned for them to boost these skills or to use ICT to enhance their work across the curriculum.

The excellent provision for care, guidance and support ensures that all pupils feel completely safe. They have no hesitation about seeking help should they need it. Pupils spoken to all agreed with one who said 'Our school is a really friendly place, it's easy to talk to the adults if you have a problem.' Pupils show sensitivity and respect for the feelings of others and have a good level of moral and social understanding. Excellent support provided for pupils with social and emotional difficulties along with their families, where required, ensures the individuals concerned maintain their progress and become confident learners.

The headteacher does a good job in leading the school. She ensures that staff and the governing body are fully involved in supporting improvement in the school's provision and the standards achieved by the pupils. Safeguarding procedures (child protection and how to keep pupils safe) are top quality, with all staff and members of the governing body

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trained to a level well beyond the basic requirement. The governing body is good at holding the headteacher and staff to account while also providing good support. The school's accurate self-evaluation ensures that staff and the governing body have a clear view about the school's strengths and weaknesses. A good quality and clear development plan is in place. The strong commitment of the staff and the good rate of improvement since the last inspection mean that the school has a good capacity to keep improving.

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

- Improve pupils' attainment in writing by July 2012 through ensuring they have frequent opportunities to talk about their ideas prior to writing them down.
- Improve pupils' skills in ICT by July 2012 through ensuring that sufficient opportunities are planned to enable them to use ICT equipment on a frequent basis across the curriculum.

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

**2**

Children's development is generally below that typically found when children start school, with particular weaknesses apparent in their speech and language skills. They make good progress in the Early Years Foundation Stage and attain broadly average levels by the time they start Year 1. The good progress and achievement continues across the school. All groups of pupils including those who are more able, those identified as gifted and talented and those with special educational needs and/or disabilities achieve well by the end of Year 5. Through a good focus placed on calculation skills, the school has successfully improved pupils' mathematics attainment, which is now above average. Pupils learn to become successful and confident readers. They produce some good quality written accounts, but in the main, writing standards are weaker than those in reading and mathematics. Sometimes the range of vocabulary used is too limited because pupils do not expand their ideas in discussion enough before commencing a written activity. Most pupils produce neatly joined up writing and take a pride in the presentation of their work. Overall, pupils develop good basic skills to help them progress in the future. These skills are reinforced well through the wide range of practical tasks undertaken. For example, in a good Year 5 mathematics lesson, the pupils used a wide range of practical resources to develop their speed and recall of multiplication facts and in solving number sequencing problems. While pupils show average attainment in ICT they do not make sufficient use of ICT to extend their skills and enhance other work they do.

Pupils show an outstanding knowledge about what constitutes a healthy diet. In personal, social and health education lessons, they gain a very good knowledge about aspects of mental health and emotional well-being. Pupils are fully involved in helping to make their school a safe place. For example, through their school council, they have good opportunities to express their views about safety issues. Parents and carers are confident that their children are very safe. Through their detailed studies, and a good overseas link with a school in Pakistan, pupils gain a good insight into how people from other cultures lead their lives. During collective worship and classroom activities pupils learn to reflect deeply on issues in their own lives and the world around them. They enjoy school a great deal and their attendance is above average.

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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>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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>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?

Teachers use a good range of strategies to help pupils learn in different ways. For example, in a good English lesson for pupils in Years 1 and 2, the teacher skilfully used visual prompts, clear questioning and active involvement of all individuals through partner discussion. This helped pupils to work rapidly, enjoy the task and develop confidence. Teachers provide clear learning objectives in their lessons so that pupils know exactly what is expected of them. Teachers promote pupils' full engagement well. For example, in a good English lesson, pupils in Years 2, 3 and 4 were kept very alert by the teacher's effective use of the 'randomizer' feature on the interactive whiteboard that automatically selected individuals to respond to her questions. In almost all lessons teachers make good use of assessment information to help them plan work that matches the needs of all individuals, set clear targets and establish class groups and sets. The approach of teaching pupils in ability sets works well to boost the progress of pupils across the school. Teaching assistants work well to support the teachers and the pupils. Very occasionally, where teaching is no better than satisfactory, activities are not matched precisely enough to the needs of the pupils or work does not move at a rapid enough pace to maintain pupils' interest fully.

The curriculum incorporates a wide range of interesting topics, which pupils thoroughly enjoy. Pupils spoken to said they particularly enjoyed the 'university' afternoons, where they get to choose from activities such as lacrosse, cooking, junk modelling, gardening

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and model car racing. Many parents and carers and members of the local community provide good support for these and many other activities. The school makes good provision for extending the skills of more able pupils and gifted and talented pupils; for example, through the good work of the Local Cluster's Extended Services Team in engaging these pupils in challenging projects such as that to produce a school prospectus. Much good work is also done to support pupils with special educational needs and/or disabilities, particularly to help them overcome speech and language difficulties. The school's curriculum provision is well enriched through the good range of trips, visitors, links with other partner organisations and extra-curricular activities.

ICT provision is not as well developed as other subjects. There are not always enough opportunities for pupils to use computers or other equipment to boost their ICT skills across the curriculum.

Staff have an excellent understanding of pupils' pastoral needs and cater for these fully and sensitively. They work very well together to ensure there is a caring and happy atmosphere in which all pupils develop confidently. Where needed, full support is made of external support agencies to support pupils' needs. Staff are vigilant in all areas concerning the safeguarding of pupils and some have specialist skills as 'first aiders'. The school has done some very good work in recent times to improve the attendance levels of pupils.

*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?

The headteacher and staff work closely together to ensure that high expectations are maintained for pupils' achievement and that provision is constantly improved. For example, the outdoor learning area for the Early Years Foundation Stage children has been significantly upgraded recently to boost learning facilities. Also, there has been good and ongoing improvement in the achievement of all groups of pupils. Good systems to check pupils' progress and set challenging targets ensure that all individuals are helped to be successful and that no discrimination occurs. The headteacher monitors lessons regularly and makes good use of all information gained to help staff improve the quality of teaching. Subject leaders carry out their roles well and work closely with the headteacher and staff in constructing clear action plans for improvement. They have a mainly clear and accurate overview of pupils' attainment and progress across the school. However, subject leaders are aware of the fact that they have not yet had sufficient training in analysing whole school performance data; this means that their skills in analysing year-on-year trends are not as sharp as they should be.

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The school works very successfully to maintain good relationships with parents and carers. Their views are regularly surveyed and acted on where appropriate. They are kept fully informed about their children's progress. Strong liaison is established to advise parents and carers, and to constantly promote their involvement in supporting their children's learning.

The governing body has good involvement in all self-evaluation and strategic planning. Governors regularly monitor the work of the school and they have a clear view of the schools strengths and weaknesses. Outstanding provision for safeguarding is underpinned by the excellent level of risk assessment, tight security systems established around the school and an emphasis on maintaining a full range of training for all staff and governors. As a result all aspects of safety and safeguarding are deeply ingrained in the work of the school. The Chair of the Governing Body is very effective in supporting the headteacher and staff and has been closely involved in a number of successful projects, including the development of the excellent school garden.

The school has good links with other schools and partner organisations and uses these well to boost pupils' learning. Although established for more than one year, the federation to which the school belongs is still in the process of being organised and has not yet made any impact on the school's provision. The school's provision for promoting community cohesion is good with effective plans constructed that help the school to engage with a range of community groups beyond the school and the immediate community. The pupils' heightened awareness, through their charity fund raising work, of the plight of other people around the world is one of many examples of the school's successful impact with promoting community cohesion.

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>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>2</b>



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## Early Years Foundation Stage

Good induction processes ensure that children settle into school quickly. The main classroom area is colourful, attractive and well laid out, as is the outdoor area. Children work happily in these areas enjoying the rich range of activities set up for them. Displays of work and resources to aid learning are also well laid out to make the work areas attractive and increase children's interest. Teaching is good and sometimes outstanding. For example, in one excellent lesson seen, the children listened spellbound to every word the teacher spoke in telling the story of the King's Dinner. The teacher successfully got the children involved in giving their own impressions and ideas about the story and evoking a keen sense of fun and enjoyment. The children greatly looked forward to the follow-up work to design their own menus and make pizzas. A very good, industrious atmosphere established in this part of the school shows all individuals working and playing happily together. They learn to work well independently and in small groups. Work is planned effectively to ensure there is a good balance between activities led by adults and those where pupils can investigate and explore on their own. For example, in some number-based activities seen, children worked closely with adults initially and then followed their own ideas in continuing with the activities. All children behave well and try hard with the activities provided. The teacher and teaching assistants work as a strong team helping all individuals learn to gain confidence in their own skills and abilities. The good teaching, interesting curriculum and strong support from the staff ensures that all individuals achieve well and develop a very positive attitude to learning. The children make good progress in all areas of learning. They become reasonably confident in acquiring talking and basic reading and writing skills by the time they start Year 1. Similarly they acquire sound basic skills with number work.

The very good relationships between staff and children ensure that all individuals feel valued and keen to do their best. Excellent provision in caring for, supporting and guiding the children ensures that all individuals feel completely safe. Staff are vigilant in ensuring that all safeguarding procedures are followed through rigorously. The Early Years Foundation Stage is well led and managed. The self-evaluation is accurate and good plans are in place to keep provision improving at a good pace. Children's progress is very carefully assessed and information gained is used well to inform lesson planning. However, the system for recording assessment information is rather cumbersome and does not lend itself to quick and easy analysis. Targets for children's progress are therefore not always as sharply defined as they could be.

*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

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## **Views of parents and carers**

There was a low return of questionnaires. Most parents and carers who responded indicated that they are pleased with the school's work. All of them agreed that they are happy overall with their children's experience at school and that their children are kept safe and are supported well in their learning. Parents and carers agreed that they are kept well informed about their children's progress. There were very few negative responses within this small sample.

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

Ofsted invited all the registered parents and carers of pupils registered at Brading 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 15 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	67	4	27	1	7	0	0
The school keeps my child safe	12	80	2	30	0	0	0	0
My school informs me about my child's progress	8	53	7	47	0	0	0	0
My child is making enough progress at this school	9	60	4	27	2	13	0	0
The teaching is good at this school	9	60	5	33	1	7	0	0
The school helps me to support my child's learning	9	60	6	40	0	0	0	0
The school helps my child to have a healthy lifestyle	7	47	7	47	1	7	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)	7	47	6	40	2	13	0	0
The school meets my child's particular needs	8	53	5	33	2	13	0	0
The school deals effectively with unacceptable behaviour	7	47	7	47	1	7	0	0
The school takes account of my suggestions and concerns	7	47	6	40	2	13	1	7
The school is led and managed effectively	7	47	5	33	2	13	1	7
Overall, I am happy with my child's experience at this school	10	67	4	27	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



16 May 2011

Dear Pupils

**Inspection of Brading Church of England Voluntary Controlled Primary School, Brading PO36 0DS**

Thank you for making us feel welcome at your school. We have judged that yours is a good school. Through talking to you and through the questionnaires you completed we know that there are many things that you like about your school.

Here are some of the good things that we found in your school:

- You make a good start to school in the Early Years Foundation Stage.
- We can see that you enjoy school and the well-planned curriculum makes sure you get lots of interesting activities to take part in.
- You are very fit and healthy and know a lot about how to stay this way.
- Good teaching helps you to do well and your teachers work hard to make your lessons interesting and fun.
- Your behaviour is good and you have good attitudes towards learning.
- You all have an excellent understanding about how to stay safe. The adults in the school do a very good job of taking care of you.
- The headteacher, staff and governing body have done well to improve your school and they work hard to make sure it keeps improving.

This is what we have asked the school to do now:

- Help you improve your writing by giving you more chances to talk about your ideas before you write them down.
- Improve your work in information and communication technology (ICT) by giving you more opportunities to use ICT in different subjects.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin Lead inspector

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