

# Guru Nanak Sikh Primary School

## Inspection report

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<b>Unique Reference Number</b>	131927
<b>Local Authority</b>	London Borough Of Hillingdon
<b>Inspection number</b>	381427
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	John Stewart

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sant Baba Amar Singh Ji
<b>Headteacher</b>	Mr Rajinder Singh Sandhu
<b>Date of previous school inspection</b>	12 –13 July 2007
<b>School address</b>	Springfield Road Hayes  UB4 0LT
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	5–6 October 2011
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## Introduction

This inspection was carried out by four Additional Inspectors who observed 21 lessons seeing 15 teachers. In addition, inspectors observed the school's work, and visited each class to scrutinise planning, talk to pupils and look at their work. Meetings were held with groups of pupils, members of the governing body and school leaders. Inspectors also looked at school documentation such as safeguarding records, monitoring files and the school development plan. They met some parents and carers and analysed questionnaires from staff and older pupils, as well as 329 questionnaires from parents and carers.

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

- What is the impact of the school's strategies to improve attainment and progress in writing, especially for boys and more-able pupils?
- Are teachers' expectations high enough for all pupils?
- How effective are senior leaders in leading the school day to day when the headteacher has responsibility for two schools?

## Information about the school

Guru Nanak Singh Primary is a two-form entry school with a Nursery serving a mixed socio-economic location in Hayes in the London Borough of Hillingdon. The vast majority of pupils are from an Indian heritage, almost all speaking Panjabi at home. Over 50% of pupils enter the Nursery with no words of English, some being very recent arrivals in the country from Afghanistan. The proportions of pupils eligible for free school meals or identified as having special educational needs and/or disabilities are well below the national average. The school holds the International School award. The headteacher is also leader of the secondary academy on the same site.

**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

Guru Nanak Sikh Primary is an outstanding school. It is vastly oversubscribed because of its excellent reputation in the area. Parents and carers are overwhelmingly positive about the school, as reflected by comments from parents, for example: 'This is a great school and a credit to society as the school provides an excellent environment for both pupils and teachers to excel' and 'School has a fantastic ethos. I feel extremely privileged to have received a place for my children.' Pupils also have very positive views of the school. All those who completed the survey expressed their enjoyment of school and the high level of care that they receive.

Leadership and management of the school are outstanding. The Chair of the Governing Body and the headteacher provide inspirational leadership. They have played a pivotal role in the school's significant improvement over recent years. Senior and middle leaders and governors have pupils' interests at the heart of all that the school does.

About half of the pupils enter the school with little or no knowledge of English and limited pre-school experience. They make outstanding progress in the Early Years Foundation Stage so that attainment is well above average in many areas by the end of Reception. This excellent start is built on extremely well so that, by the end of Year 2, attainment in all areas is high. Pupils' achievement by the end of Year 6 is outstanding and attainment is high in English and mathematics. Writing, including that of boys and the more able, is improving and is above average. School tracking and scrutiny of work in books indicate that writing in the current Year 6 and Year 5 is on track to improve further. The quality of teaching is outstanding. In the vast majority of lessons, pupils make at least good progress because teachers have high expectations for all pupils. The school has very clear knowledge of how well pupils are doing and teachers use assessment data effectively to plan lessons thoroughly with tasks that are suitable for different groups. In a small minority of lessons teachers do not use questions and discussions effectively to probe pupils' understanding, enabling them to answer in depth. The curriculum is outstanding and is highly responsive to pupils' cultural background and the needs of pupils with English as an additional language. A wide range of extra-curricular activities enhances pupils' learning.

The school is harmonious and pupils are cared for and supported very well. Pupils say they feel very safe in school at all times and have a clear understanding of the

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factors that affect their health and well-being. They are justifiably proud of their school and positively engage in activities to make it even better. Spiritual, moral, social and cultural development is exemplary and underpins the very strong ethos within the school. The school identifies high ideals for it to make a positive contribution to humanity.

Procedures to safeguard pupils are of a high quality and pupils' safety and well-being are paramount. The school has a great appetite to seek out effective links with other schools and outside agencies to benefit pupils' learning. It is very inclusive and promotes equality of opportunity and tackles any discrimination extremely well. It provides outstanding value for money. All these factors indicate an outstanding capacity to sustain improvement.

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

- Use questions and discussions in lessons to probe pupils' understanding and develop their independent learning skills more consistently.

**Outcomes for individuals and groups of pupils****1**

Pupils really enjoy learning. Achievement is outstanding from starting points that are well below the expectation, especially in English. School tracking data show that progress is outstanding throughout the school. Attainment and progress in mathematics are especially high, with almost three quarters of pupils attaining higher levels by Year 6. The school's unvalidated results in 2011 were high in all areas, as they were in 2010, after a slight decline in 2009 in English. By receiving high quality help from learning support assistants, pupils with special educational needs and/or disabilities and the high numbers for whom English is an additional language achieve as well as their peers. Pupils gain high quality personal and academic skills which equip them extremely well for their next phase of education. They achieve well in the vast majority of lessons. They made excellent progress in a Year 2 lesson on the features of two-dimensional shapes. Pupils used the outdoor area to investigate and photograph different shapes in the playground. They collaborated very successfully in pairs to share their investigations and behaviour was exemplary. Tasks were well resourced and suitable to the needs of different groups. Additional tasks were planned to ensure that all pupils were challenged effectively. More-able pupils gained knowledge of specific, sophisticated mathematical vocabulary, for example parallelogram and quadrilateral. Attainment in information and communication technology (ICT) is high with most pupils working well beyond age-related expectations.

Pupils know that teachers are always there to help them. They have a very clear understanding of what constitutes an unsafe situation and feel safe in school at all

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times. Bullying is not an issue but pupils know that teachers would listen if they had any concerns. They really enjoy taking responsibility, such as when participating in the Press Club, producing radio programmes for the school website or leading assemblies. The school council is an effective forum and the school acts on its views. Pupils eat healthily in the dining room and are encouraged to bring healthy packed lunches. Their knowledge of healthy lifestyles is enhanced by annual visits from the Life Bus. As a result of the school’s rigorous efforts to reduce holidays in term-time, attendance is high. Pupils’ attitudes to learning and behaviour are exemplary in the vast majority of lessons, contributing to their significant gains in knowledge and understanding. They are friendly, polite and courteous to each other, adults and visitors to school. Spiritual development is very strong and pupils share beliefs and values. They have confidence to lead and organise singing and music in assemblies. Pupils develop insight into their own culture and other cultures through a wealth of first-hand experiences; this is reflected in the school’s International award. They resolve any potential conflicts based on their clear moral principles. They collaborate extremely well with others when working in groups.

*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:	
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>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>1</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Warm relationships underpin pupils’ exemplary attitudes in lessons. Teachers have high expectations for all pupils and plan lessons thoroughly to ensure that pupils are aware of the expectations for their learning. Learning support assistants work very effectively with groups to help them to gain new skills and understanding. Teachers

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

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use interactive whiteboards frequently to introduce topics and model answers, enhancing understanding.

In an outstanding Year 6 English lesson pupils made excellent progress in their knowledge of characterisation because tasks were varied, fun and interactive. These included the teacher and pupils dressing and acting as detectives to challenge other pupils to describe the character in depth. Pupils in the lesson stated that they 'enjoy lessons because learning is fun and we have lots of opportunity to share ideas'. The school has recently introduced the International Primary Curriculum in order to develop pupils' creativity and independence. It collaborates well with other schools to provide a curriculum that meets the needs of all pupils. The adjoining secondary academy makes a significant contribution to pupils' learning by providing support in areas such as mathematics, music, French and Panjabi. ICT is well used across the school. Pupils in Years 5 and 6 apply their skills to real-life situations, for example two-dimensional design modelling, video conferencing, animation projects and making Bhangra music compact discs. Pupils get plenty of opportunities to enrich their learning in a large number of after-school clubs. For example, pupils throughout the school participate in sports, arts and crafts, cooking, Bhangra dancing, literacy and numeracy clubs. They also gain knowledge of their own culture through Sikh study and Panjabi lessons. The school is a friendly, safe and caring environment. Relationships between adults and pupils display mutual respect. Exemplary procedures from Year 6 into Year 7 include regular visits, subject links and joint events, helping pupils to settle quickly. Vulnerable pupils receive very high quality support, including support from the Chair of the Governing Body. Pupils' progress is tracked rigorously and high quality support is provided to enable pupils at risk of underachieving to meet their potential.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
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?

Leaders display high ambition, an unrelenting drive to improve pupils' academic and personal skills and a clarity of vision. The headteacher is strongly supported by senior and middle leaders who work well together to monitor the effectiveness of their actions to improve teaching and learning. All leaders have clear roles and responsibilities and are fully aware of all procedures so that the school runs smoothly when the headteacher is leading the academy. Everyone involved with the school shares a common sense of purpose to contribute to the outstanding cohesion within

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the Sikh community and beyond. Self-evaluation procedures are thorough and the school development plan is focused on areas that have been accurately identified through rigorous monitoring. Systems to monitor the quality of teaching are very rigorous and have a positive impact on the quality of teaching. The school is particularly effective in developing young and inexperienced teachers and identifying and promoting leadership qualities at an early stage. The quality and use of target setting have been instrumental in maximising the progress of pupils.

Governors are fully involved in all aspects of the school. They play a very active role in school improvement and hold the school to account for its actions. They have in-depth knowledge of the school through data analysis and regular and thorough presentations from subject leaders. They have regular direct contact with the school as, for example, through daily visits by the vice-chair, to keep them informed about all aspects of school life. Governors are very involved in the Sikh community and beyond. A recent school event attracted over 50,000 people and the governors provided free health screening for visitors. They ensure that procedures for safeguarding of pupils are of a high quality, ensuring their safety and welfare. Risk assessments are outstanding for trips and pupils staying at school outside school hours. The school site is secure and checked regularly. There is a particular focus on ensuring safety when parents’ cars are in the school vicinity. Child protection procedures and responsibilities are clear and the school meets all requirements to ensure all adults working in the school are vetted. The school promotes equality of opportunity very well and does not tolerate any discrimination. Pupils from different backgrounds get on well and no racial incidents have been recorded. The school is inclusive and provides effective support for minority groups to help them achieve as well as their peers. The school has a great appetite to seek out different partnerships locally, nationally and internationally, including schools in India, to contribute to pupils’ achievement and well-being. It has fostered good working relationships with other schools to pool resources, develop community links and engage parents. The school has highly positive relationships with parents and carers, keeps them well informed and responds to their suggestions.

*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: 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>



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<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children are happy in the welcoming environment, which has highly stimulating, interesting and well-equipped indoor and outdoor areas. All adults ensure that children are secure and well settled from their first day in school. A high number of bilingual adults help children to settle as adults and children use their home language. They help children to keep healthy and teach them hygiene routines as soon as they enter school. Even at this early stage in the school year pupils show high levels of concentration, independence and imagination. This is especially noticeable when they are in self-chosen activities, for example when drawing the three bears’ house. They make outstanding progress in the Early Years Foundation Stage, especially in disposition and attitudes, emotional development, boys’ writing, knowledge of shape, space and measures and knowledge and understanding of the world. In Reception, adults are thorough in using various strategies for assessing pupils, such as through notes, photographs and discussion with children, to plan activities.

Children are well motivated, as tasks and activities are suitable to their needs and cultural background. They enjoy taking responsibility, as when they are in the home corner, and cooperate well with others. They follow routines well, even at an early stage of the term, such as when sitting on the carpet and choosing their own activities. Targeted support is provided for children new to the school and adults support their learning well, especially in the use of pupils’ home language. Children in Reception responded well to the challenges provided when they were acting out Goldilocks, maintaining their concentration and enthusiasm. Adults are skilful and consistent when managing behaviour and children respond extremely positively showing outstanding attitudes to their learning. Good opportunities to develop writing skills are taken up enthusiastically by boys.

Leadership and management of the Early Years Foundation Stage are outstanding. There is a common sense of purpose between all adults and a clear vision for improvement. Staff know the areas of strength and weakness because self-evaluation procedures are effective. All welfare and safeguarding requirements are met. Leaders display a strong commitment to equality and diversity. They have developed effective links with parents through ‘Stay and Play’ and home visits.

*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:	1

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Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

There was a very high return rate for the Ofsted questionnaire. Almost all parents and carers expressed very positive views about the school. They are particularly appreciative of the school's procedures to keep children safe, reflected in this comment from one parent: 'The teachers are so supportive and it is such a breath of fresh air and fills us with great confidence and comfort that our child will be happy in such a safe and friendly environment.' An overwhelming majority of parents consider that their child is happy in school and good teaching is helping their child to make enough progress. There were very few negative comments, all from individual parents, with no common concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Guru Nanak Sikh 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 329 completed questionnaires by the end of the on-site inspection. In total, there are 458 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	261	79	65	20	1	0	0	0
The school keeps my child safe	234	71	92	28	1	0	0	0
The school informs me about my child’s progress	193	59	133	40	1	0	0	0
My child is making enough progress at this school	187	57	136	41	1	0	0	0
The teaching is good at this school	219	67	107	33	0	0	0	0
The school helps me to support my child’s learning	180	55	140	43	6	2	0	0
The school helps my child to have a healthy lifestyle	192	58	130	40	6	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)	184	56	129	39	4	1	0	0
The school meets my child’s particular needs	167	51	151	46	1	0	0	0
The school deals effectively with unacceptable behaviour	195	59	120	36	2	1	0	0
The school takes account of my suggestions and concerns	148	45	161	49	8	2	0	0
The school is led and managed effectively	188	57	135	41	2	1	0	0
Overall, I am happy with my child’s experience at this school	226	69	101	31	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



7 October 2011

Dear Pupils

**Inspection of** Guru Nanak Sikh Primary School, **Springfield Road**, Hayes UB4 0LT

Thank you for making us so welcome when we visited your school. We really enjoyed talking to you and seeing you work so hard in lessons. You showed us how much you enjoy your school and how pleased you are with how well you are doing. I would like to share with you what we found out about your school.

These are some of the highlights.

- Yours is an outstanding school.
- You really enjoy school and make excellent progress in your learning, especially in mathematics.
- You behave extremely well, both in class and out in the playground.
- You enjoy very warm relationships with adults in the school and other pupils and take very good care of each other.
- You understand very well how to stay safe and lead healthy lifestyles.
- The headteacher, staff and governors are working really hard to help you do the best that you can.
- Your teachers are doing an outstanding job. They work hard to plan interesting lessons and involve you as much as possible.
- Pupils for whom English is a new language are provided with really good support to help them settle quickly in school.

There are still things that can be improved and we asked the headteacher to make sure that all pupils gain better understanding through:

- teachers asking questions that help you to think deeply and enable you to explain your ideas fully.

Thank you again for making our visit so enjoyable.

You can play your part in keeping the school outstanding by working hard and making sure that everyone does the very best they can.

Yours sincerely

John Stewart  
Lead inspector

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