

Lodge Lane Infant School

Inspection report

| | |
|--------------------------------|---------------------------|
| Unique Reference Number | 120986 |
| Local Authority | Norfolk |
| Inspection number | 380143 |
| Inspection dates | 17–18 October 2011 |
| Reporting inspector | Michael Sutherland-Harper |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--|-------------------------------------|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 206 |
| Appropriate authority | The governing body |
| Chair | Darren Vertigan |
| Headteacher | Andy Tovell |
| Date of previous school inspection | 3 October 2006 |
| School address | Lodge Lane Old Catton NR6 7HL |
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 16 lessons taught by seven teachers. They held meetings with governors, staff and pupils. Inspectors observed the school's work and looked at pupils' books, the school improvement and development plan, assessment data, monitoring and evaluation records, arrangements for safeguarding and school policies and procedures. In addition to replies from staff questionnaires, questionnaires from 98 parents and carers were received and analysed.

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

- How successful are the school's recent strategies to improve attainment in writing and mathematics, especially for girls and more-able pupils?
- How well is assessment information used to challenge pupils and ensure consistent progress for all groups, following whole-school work in this area?
- How well has teaching been developed to meet the needs of all groups, including pupils with special educational needs and/or disabilities?
- How effectively do leaders and managers at all levels, including the governing body and middle managers, monitor the work of the school so that attainment continues to improve?

Information about the school

Lodge Lane Infant School is a smaller than average-sized primary school in north Norwich. The very large majority of the pupils are White British. The proportion of pupils known to be eligible for free school meals is below the national average. The percentages of pupils from minority ethnic backgrounds and those speaking English as an additional language are below national averages. The proportion of pupils with special educational needs and/or disabilities, including those with a statement, is in line with the national average. The school provides an after-school club which is managed by the governing body and hosts a pre-school group which is not managed by the governing body. The school has the Food for Life partnership bronze 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

The school provides a good quality of education. Pupils are welcomed into the school and treated as individuals from the moment they enter. One parent summed up the effect of this emphasis; 'My son has just started at the school. He enjoys going and is already showing his newly learnt skills and knowledge to us at home.' The school has worked steadily to develop the quality of teaching. The improvement is leading to accelerated progress across the school, especially in writing and mathematics. Leaders and managers, including the governing body and middle managers, share a common vision and belief that attainment can rise from its current average position to higher levels. They ensure that regular and consistent monitoring leads to continuous improvement.

Behaviour is good in lessons and around the school. Pupils have clear expectations of each other and a good understanding of school rules. Pupils feel safe and know that there is always an adult to whom they can speak and who will help them to sort out any concerns. They can readily state the factors which contribute to a healthy lifestyle and are enthusiastic supporters of school clubs which contribute to good health. Attendance rates are average, but rising.

Children make good progress in the Early Years Foundation Stage as a result of focused work on provision and outcomes. Progress in the rest of the school is good because good teaching, together with improved monitoring and assessment procedures, means that learning is now proceeding at a faster pace than previously. Pace and challenge in lessons are improving so that attainment levels and expectations are rising steadily. That said, the pace and challenge of work is not consistently high across the school. Increased dialogue between teachers and with subject leaders has resulted in the sharing of best practice. It is accompanied by focused use of support staff to ensure that the needs of all pupils are met. As a result, all groups, including girls, the more-able and pupils with special educational needs and/or disabilities, make better progress than that expected for their age. Pupils are more involved in their learning as a result of curriculum development which encourages them to use their imagination to increase their learning. The partnership with adults which aims to help pupils increasingly to determine the direction of their learning is not yet fully developed.

The headteacher has shared his clear vision of how he wants to improve the school, through a detailed school improvement and development plan, to which all staff and the governing body are signed up. Leaders and managers at all levels are focused on

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working together to ensure continuous improvement. Action plans are based on good use of data and monitoring, but are not yet sufficiently sharp or their impact evaluated rigorously enough to result in consistent attainment at the highest levels. The governing body has been restructured and offers good support and challenge. Continuous self-evaluation identifies quickly any areas requiring further work. A thorough focus on improving outcomes in reading and writing has been followed by the current successful emphasis on raising attainment in mathematics. As a result of effective actions, rising attainment and accurate self-evaluation, the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Raise attainment to consistently above-average levels by
 - ensuring that the pace and challenge in lessons are uniformly high across the school
 - increasing opportunities for pupils to become partners in developing the next steps in their learning.
- Ensure managers use the good information they have already to sharpen action plans and rigorously evaluate their impact.

Outcomes for individuals and groups of pupils**2**

All groups of pupils, including girls, the more-able and those with special educational needs and/or disabilities are making good progress with their learning as a result of improved tracking procedures. Outcomes have improved because use of support staff has been targeted more effectively. A programme of afternoon release from their classes to concentrate on specific needs across the school, one-to-one sessions and close examination of starting points have raised attainment for pupils with special educational needs and/or disabilities. The sessions serve also to extend mathematical and writing skills for all groups. Whole-class time with the teacher is balanced carefully by independent pupil work. Pupils are placed in broad groups according to their needs and abilities. Work is linked carefully to what has gone before and what is yet to come. Progress rates for both boys and girls are rising because their efforts are monitored well during lessons. Careful planning of activities, together with open-ended topics involving use of the imagination, enables more-able pupils to extend their learning. Improved opportunities to use computers are extending pupils' secure skills with information and communications technology.

Good behaviour is a result of clear expectations across the school and of pupils' good relationships with each other and with adults. Discussions with pupils during the inspection showed their clear awareness of safety and how to keep safe. Pupils take active steps to ensure good behaviour and safety through the use of pupil 'squabble stoppers' who help to address issues before they escalate. They know that fresh fruit, water and regular exercise contribute to good health and support their popular sports clubs after school eagerly. The school council leads eager pupil contributions

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to the school. Their photographs are displayed prominently, together with handwritten proposals for change and a list of previous accomplishments that have made a difference. Pupils help to set school rules, work with office staff to count and sort money raised for charity and have lots of ideas about how areas like the playground could be developed. Workplace skills are secure, but growing in effectiveness. There is an increased focus on good progress in literacy, numeracy and information and communication technology and the importance of regular attendance. Spiritual, moral, social and cultural outcomes are good. Opportunities for reflection form part of whole-class teaching, assemblies and the religious education curriculum. The sense of wonder is developed well through the inquiry led approach to learning. Pupils get on well with each other and with adults and have a very clear understanding of right and wrong. Good cultural development occurs through regular assemblies with a Spanish focus, visitors from different faith groups and imaginative activities like work to relocate animals across the globe when their fictional zoo had closed.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 3 |
| 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 |
| The extent to which pupils feel safe | 2 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils’ attendance ¹ | 3 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching is good. The great majority of teaching enables pupils to make good progress with their learning. It is characterised by strong teacher subject knowledge and opportunities for extension, as was seen in a Year 2 mathematics lesson when work on sorting favourite fruits and making a bar graph was followed by the trickier bit – to think about what the graph shows and talk about it to the teacher. Carefully chosen resources for mathematics and writing which engage pupils have ensured

¹ 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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that teaching is raising attainment levels effectively. Good use is made of electronic technology to increase learning. In conjunction with teachers, support staff provide a range of well-planned interventions for individuals and small groups. As a result, all groups of pupils, including the more-able and those with special educational needs and/or disabilities, are focused on meeting their learning targets. Boys and girls are equally engaged because teachers have a good understanding of each individual as a result of further training on assessment procedures. Pupils welcome chances to develop their roles in class through increased opportunities to use their imagination. However, the partnership between pupils and adults, whereby pupils determine their own way forward actively, is at an early stage of development. Work is marked regularly and accurately with encouraging comments on progress and effective guidance on how to improve. Good use of questioning is followed frequently by additional requests for the reason behind the answer. Pupils know their targets and next steps towards them

The inquiry led curriculum has been put in place to ensure that pupils develop a broad range of skills and add to what they know so far. In addition, increasing emphasis is placed on a sense of wonder and where the imagination can take you so that pupils become full partners on the learning journey. Recent Year 2 topic work on little people who were mysteriously visiting their classrooms and how they should be dealt with afforded good possibilities for extension work. All pupils suspended disbelief willingly and were fascinated by the appearance of a match-stick size ladder, objects which disappeared overnight and possible glimpses of the mystery visitors. Inquiries develop personal responsibility and allow all groups, including very able pupils, to devise their own follow-up projects. Best practice in this area is being spread across the school so that pupils can develop all areas of their learning to a consistent degree, as exemplified by Year 1 portfolios on an 'Under the Sea' theme.

Typical of the good care, support and guidance provided is the 'Cheeky Monkeys' after-school club, where pupils feel very safe and enjoy imaginative activities such as dressing up as super heroes. They make new friends with pupils from other schools who attend also. Both boys and girls appreciate the very popular football club, which offers quality coaching and opportunities to play. A very large majority of parents and carers say the school provides them with good information about how well their children are doing and helps them support their children's work at home. Pupils whose circumstances may make them vulnerable are monitored carefully and bespoke support is provided for them and their families. As a result, the school can point to many examples where it has had a good impact on the pupils' academic and personal progress. Very good induction procedures when children start school and effective transition arrangements which are tailored to individual needs when pupils leave for their next school help to ensure good support at the various stages in the pupils' education. The school is working closely with families to ensure that the importance of good attendance is understood clearly.

These are the grades for the quality of provision

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

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| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Leadership and management are good. Thorough monitoring and tracking procedures mean that the headteacher, leaders and managers at all levels and the governing body have an accurate picture of how well the school is performing and the steps it needs to take to accelerate improvement. The headteacher has established clear expectations across the school as a result of regular observations of the school’s work. Well-defined roles for middle managers in embedding improvement have increased staff confidence so that they are now taking the lead on initiatives. The leadership team holds regular briefing meetings to keep everyone aware of the latest steps. Meeting rotas have been changed so that those staff on job-share have more opportunities to contribute to improvement. Leaders and managers make use of the good information they have already to prepare action plans, but extended analysis to sharpen those action plans and a rigorous evaluation of their impact is at an early stage.

In line with its open-door policy, the school works closely with parents and carers to ensure that pupils’ progress is good or better and that the pupils are supported effectively in their learning. Work is continuing on ways to raise attendance levels and to ensure that parents and carers are aware of the importance of good attendance. Partnerships, such as termly cluster meetings with local schools to develop the curriculum and lesson study links on writing skills, are used effectively to advance the school’s work. Transition arrangements are effective because teachers meet to talk about progress and any personal or medical support needed for newcomers. The school prides itself on its inclusive nature and constantly seeks to ensure that equal opportunities are available to all pupils. Gaps in attainment levels between groups are closing and there is no evidence of discrimination of any kind.

The effectiveness of the governing body is good. The governing body brings a wealth of different skills to its role to drive improvement. It is active in challenging and supporting the school through close examination of data and focused committee work. The governing body ensures that children are safe and that staff are trained appropriately in safeguarding procedures. Thorough safeguarding meets all government requirements and incorporates well-documented training and pupil records. The governing body has good oversight of the after-care provision and ensures provision meets pupils’ and parental needs effectively.

The school has audited its community cohesion strategies and put an action plan in

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place. It has a clear understanding of the different elements which make up its learning community. A regular programme of visits and visitors enhances good links with the local community. Pupils from different backgrounds get on well with each other and there is a focus twice a year on raising funds for international charities, including one associated with the poorest countries in Africa. As part of the Flat Stanley topic, pupils exchanged letters with relatives across the globe to increase their understanding of their place in the world. The school is currently seeking to enhance links with other schools in this country.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Good leadership and management are securing year-on-year improvements to secure good provision and outcomes in this phase. The majority of children enter the Reception Year with skills and dispositions that are below the levels expected for their age. A combination of good teaching, regular assessment and a vibrant curriculum ensures that they make good progress across all areas of learning. Consequently, by the end of the Reception Year, most are approaching the expected levels, although reading, writing and shape, space and measures are a little weaker. A robust action plan, which involves a strong focus on letters and sounds and more mathematical problem solving, is raising standards effectively in these subjects. Strong links with parents and carers help ensure children have a quality induction into their new learning environment. That ensures children settle quickly. Additionally, very well-used ‘sharing books’, which are sent home to parents and carers, help illuminate how each child is developing at home and at school and ensure a very constructive dialogue. Regular assessments of children’s achievements help adults adjust learning to meet each child’s unique needs. Indoor and outdoor environments are used well, with plenty of free-flow between the two areas so that

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indoor learning is consolidated and extended outdoors. For example, children enjoyed using their imagination about 'Humpty Dumpty' using building blocks outside and writing about 'Hey Diddle Diddle' on their writing table inside.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

A high proportion of parents and carers replied to the questionnaire. The very large majority are very pleased with their children's experiences at the school. They are particularly happy with the teaching at the school; the ways in which the school helps them to support their children's learning and the ways in which the school keeps children safe. Very few parents and carers expressed concerns of any sort. They were keen to support the progress being made by their children and felt that the school is well led and managed. Inspectors found that progress, leadership and management are good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lodge Lane Infant 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 72 | 73 | 25 | 26 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 75 | 77 | 23 | 23 | 0 | 0 | 0 | 0 |
| The school informs me about my child’s progress | 50 | 51 | 46 | 47 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 51 | 52 | 46 | 47 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 60 | 61 | 38 | 39 | 0 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 60 | 61 | 38 | 39 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 67 | 68 | 30 | 31 | 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) | 51 | 52 | 40 | 41 | 0 | 0 | 0 | 0 |
| The school meets my child’s particular needs | 53 | 54 | 42 | 43 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 48 | 49 | 43 | 44 | 1 | 1 | 0 | 0 |
| The school takes account of my suggestions and concerns | 40 | 41 | 48 | 49 | 2 | 2 | 0 | 0 |
| The school is led and managed effectively | 62 | 63 | 35 | 36 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 74 | 76 | 24 | 24 | 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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



19 October 2011

Dear Children

Inspection of Lodge Lane Infant School, Old Catton, NR6 7HL

Thank you very much for welcoming us when we visited your school recently. We enjoyed talking to you and hearing about the many ways in which you help your school. You feel that your school is a good school and we agree.

These are some of the best things we found.

- Your behaviour is good. You look after each other and enjoy school.
- You know a lot about staying safe, being healthy and exercising.
- You are well supported whenever you need help with your learning.
- The teachers and support staff work hard to ensure that you achieve well.

To help the school improve, we have asked the school to make sure that:

- you have plenty of challenge in your lessons and can help to decide how to tackle the next thing you have to do
- the headteacher, governing body and your teachers keep an even better check on how well the school and you are performing and whether school plans make a difference or not.

You can help your school to develop by continuing to improve your work in writing and mathematics and contributing your ideas whenever you can.

Yours sincerely

Michael Sutherland-Harper
Lead inspector (on behalf of the inspection team)

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