

# Chilton Foliat Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126397
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	381224
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Diane Wilkinson

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>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ronna Bourne
<b>Headteacher</b>	Donni Blackwell
<b>Date of previous school inspection</b>	24–25 March 2009
<b>School address</b>	Stag Hill Chilton Foliat Hungerford RG17 0TF
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and observed four teachers. They held meetings with members of the governing body, staff and pupils and a small number of parents and carers were spoken to as they brought their children to school. Inspectors observed the school's work. They looked at analyses of pupils' progress, records of governing body meetings, development planning and monitoring records, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 59 parents and carers and 42 pupils.

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

- The effectiveness of steps taken to halt the decline in progress and attainment.
- The extent to which the school has increased staff expertise in English and mathematics and their use of assessment to support learning.
- The quality of support and guidance for vulnerable pupils.
- The effectiveness of subject leaders and the governing body in helping to drive forward improvement.
- How well the school promotes an understanding of diversity in this country and globally.

## Information about the school

This is a small village primary school in which pupils are taught in mixed-age classes. The very large majority of pupils are of White British heritage with very few speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. These are mainly related to behavioural, emotional and social, speech, language and communication and physical needs. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who join or leave the school at times other than those normally expected is above average. The school holds the Activemark award. The Rainbow Club which provides after-school care for pupils is run by a private provider and was not inspected by this inspection team.

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

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

Chilton Foliat Primary School provides a satisfactory standard of education. In the past, a high turnover of staff and lengthy absences limited its capacity to address weaker aspects of its work. This situation has now been rectified and rapid improvement has been made in the last six months. In particular, inadequate teaching has been eradicated with that observed during the inspection being good and occasionally outstanding. Pupils' progress has improved and they are quickly making up the gaps in their learning caused by slow progress in previous years. The effect of this is most evident in reading where attainment is above average. However, some gaps in writing and mathematics still remain, especially in the quality of written language many pupils use and in their confidence and abilities when applying calculation skills in different situations. As a result, their achievement is satisfactory and overall attainment is average. Nevertheless, improved assessment and tracking systems and accurate self-evaluation ensure the remaining weaknesses are firmly targeted for correction in the school's current action planning. This gives confidence that the school is satisfactorily placed to improve further.

Staff expertise is good and they provide interesting and well-focused activities which have helped pupils working at different levels to progress well this term. However, partly due to inaccurate assessment and insufficient focus on adapting planning to meet pupils' differing needs, this has not been the case in previous years. In particular, this led to low challenge and, for many pupils, rates of progress which were too slow. Although these weaknesses have been addressed, their legacy remains. The impact of the sound curriculum and better teaching on pupils' progress is now satisfactory and these are showing clear signs of bringing rapid improvement. There is room to raise expectations further and match teaching more closely to the differing ages and abilities of pupils in each class, so that more achieve well and attain higher levels.

Pupils are well cared for due to good safeguarding procedures. The school's caring ethos helps pupils to develop self-esteem and positive attitudes to learning. Good procedures for helping reception children settle in to school and improved programmes of work enhance their attitudes to learning. Throughout the school pupils do well in their personal development, behaviour is good and attendance levels are high. Relationships throughout the school and local community are very good. Community cohesion is promoted well and pupils develop a good awareness of diversity in this country and overseas. Staff and the governing body work well with parents and carers, and other groups and agencies to enhance pupils' education and

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well-being. Pupils at risk of underachieving, including those with special educational needs and/or disabilities, are well supported and achieve as well as their classmates.

The headteacher has shown strong leadership through a time of considerable change. Currently the governing body and subject leaders provide satisfactory support in helping to drive forward improvement. Some procedures to enhance their work are very new and, while clearly having a positive effect, the full impact of these is not yet evident. This applies particularly in relation to monitoring very closely important priorities such as the rates of progress that different groups of pupils are making across the school.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' attainment and accelerate their progress by:
  - ensuring that pupils use rich vocabulary and a range of features such as connectives, alliteration and similes in their written work
  - extending pupils' calculation skills and increasing their ability and confidence to use these effectively to solve problems.
- Improve the quality of teaching so that most lessons are at least good and a greater number are outstanding by July 2012 and build on the strategies already in place to:
  - plan activities that closely meet the needs of the range of ages and abilities in each class
  - raise expectations of what pupils can achieve and encourage more pupils to reach above average attainment levels.
- Increase the effectiveness of self-evaluation and action planning through:
  - providing more opportunities for subject leaders to observe lessons and scrutinise pupils' work
  - ensuring that the governing body's monitoring visits are consistently focused on important improvement priorities through, for example, tracking the learning and progress of specific groups of pupils.

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

**3**

Since the previous inspection the proportion of pupils with special educational needs and/or disabilities has risen. Attainment on entry is broadly average. Reception children are given a secure start and the progress made by the time pupils leave in Year 6 is satisfactory. Over the past six months improved progress has raised the number of pupils reaching the levels expected for their age, although the proportion reaching above average levels remains fairly static. Pupils' attainment is mainly

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average although in reading it is above. Pupils gain a good awareness of how to build new words from letter sounds and enjoy reading, so that by Year 6 virtually all read independently from books of their own choice. This supports their investigation work in other subjects. A concerted effort to improve handwriting, spelling and punctuation means that pupils’ written work is well presented. Younger pupils learn, for example, how to use connectives while older pupils are well aware of the importance of using effective vocabulary and strategies such as similes to enliven their work. However, for many the breadth of their vocabulary is underdeveloped.

In mathematics, a good focus on calculation skills over the past six months has sharpened pupils’ accuracy and awareness of the different operations. They use these successfully when working on a specific mathematics topic, but their confidence in applying these skills, for example in solving problems, is less secure. Nevertheless, pupils’ improving literacy and numeracy skills mean that their preparation for their future education is satisfactory.

Pupils’ personal skills are a strength. Pupils are well aware of how to live a safe and healthy lifestyle, knowing the importance of playing carefully in the playground and being ready for the dangers they may meet on the busy road outside the school. Pupils enjoy cooking and planning healthy meals, and the many opportunities for physical activities including sports, which helped the school achieve the Activemark. They are thoughtful, helpful and friendly young people who contribute well to the life of the school and local community, for example, through the school council and at church services. Pupils’ spiritual development is enhanced considerably through links with the local church and very good assemblies. Pupils demonstrate a good capacity for working in groups or independently. They have many opportunities to gain an awareness of the rich diversity of religions and cultures, both in this country and globally, so their knowledge and understanding are good.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will</b>	<b>3</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

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<b>contribute to their future economic well-being</b>	
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching has varied considerably since the previous inspection. During this period of considerable staff changes the headteacher and advisory staff from the local authority took steps to ensure that weaker staff were supported, especially with regard to subject expertise. Despite this there were still some inaccuracies in assessment which led to a lack of challenge in lessons. Improving this has been a major focus for the school over the past 18 months, with the result that much more robust assessment and tracking procedures are now in place. Alongside teaching staff, classroom assistants have received effective training to allow them to make a better contribution to learning. Both teachers and assistants now explain things clearly so that pupils understand new learning easily and quickly. Currently pupils are set challenging targets that help them to improve their work, which is well marked. Pupils now have a clear idea of what is expected of them and are making good progress to reach challenging new goals this term.

The school has worked hard to provide a curriculum which links subjects so that learning can occur through themes which appeal to pupils' interests. Previous reluctance to adjust the curriculum for new year groups where pupils had a wide spread of ability caused limited interest and progress. This has much improved, especially with account now being taken within the curriculum of information from marking and assessments of pupils' efforts. Provision adequately prepares pupils for the future, but current developments are beginning to promote better progress. The good range of clubs, visits and visitors enhances pupils' learning and enjoyment. Provision for pupils' personal, social and health education has a positive effect on their development.

This is a very caring school, a strength acknowledged by pupils and their families who also value the care offered by the partner after-school club. Where any pupil or family has significant needs the school goes out of its way to provide for these, including through liaison with other agencies. Intervention strategies to help those pupils who need to catch up are now effective. Currently teaching assistants support their learning well, carefully intervening when necessary and promoting independence where possible. Induction and transfer arrangements are good and strategies to promote good behaviour and attendance are very effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3

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<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has determinedly led the school through a considerable period of change, which has been made more difficult because of the previous lack of expertise among the staff and lack of experienced leadership support from both staff and the governing body. In addition, weaknesses in the quality of teaching meant the headteacher had to give extra support in class. Although during this time the local authority provided good advice and support, it inevitably meant that less time was devoted to monitoring and evaluation with consequent improvement planning. The school has been very successful this year in appointing new staff who not only have good primary and Early Years Foundation Stage expertise, but also are highly competent and effective teachers. Things have begun to turn around. There is now a concerted and supportive approach to action planning which is driving forward improvement rapidly, especially in ensuring that all pupils capable of doing so reach the levels expected for their age. Challenging new targets have been set to boost their attainment further. With the benefit of accurate and consistent assessment and very regular and comprehensive tracking of pupils’ progress, action planning is effectively targeted at correcting remaining weaknesses. Staff and the governing body are now much more effective than they were in helping to drive forward improvement, although the newness of the strategies and their roles means the full effect of this is not yet evident. The governing body is supportive of the school and is effective in promoting strong links with parents and carers and the local community, including the church.

Parents and carers are very pleased with the recent improvements and work well with staff in supporting their children’s education. The school’s website, developed with the support of the governing body, provides them with good information. The school adopts recommended good practice in all areas related to safeguarding. A child protection policy linked to regular training, together with robust risk assessments, contribute well to keeping adults and pupils safe and free from harm. Partnerships with, for example, the local sports college, church and a school in France, and a range of agencies to support vulnerable pupils and their families, are good. Discrimination in any form will not be tolerated and the school ensures pupils recognise others’ right to be different and the need for all to respect this. This aspect of the school’s work is enhanced considerably by its strong promotion of community cohesion. Recent improvements in the quality of provision ensure all pupils’ equality of opportunity is satisfactory.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Since the previous inspection there has been considerable variation in the quality of provision, largely due to inconsistencies in the levels of the staff’s expertise in working with this age group. The current leader is very experienced in the Early Years Foundation Stage and this is clearly apparent in the range and effectiveness of activities now on offer. The result of the rapid improvement made to provision this term means that it is that it is now satisfactory.

The accommodation and resources have been adapted well to promote learning in all areas and pay due attention to important literacy, numeracy and social skills. Children now in Reception are making good progress. Previously, by the end of the year, progress was slow in some aspects of numeracy and writing skills which limited children’s attainment. Currently children are encouraged to write in many activities and they do so with enjoyment, forming their letters accurately and beginning to use their knowledge of letter sounds to spell new words. A minority of children are now counting and doing simple addition and subtraction with numbers beyond 10. Children get on well together and their behaviour is good. They exhibit a good capacity to sustain interest and to work independently and in groups.

Sometimes inaccurate in the past, assessment procedures have improved and are now used very effectively to plan activities for each day. Good account is taken of the wide range of age and ability in this class. Teaching assistants have been well trained and both they and the teacher are skilled at questioning and prompting children to discover things for themselves. With the support of the headteacher, leadership has been adequate, but the new leader has made an effective analysis of ways in which provision can be improved, for example through extending outdoor learning, and is getting on with developments in order to fully embed good practice.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A greater percentage of parents and carers returned the questionnaire than in the majority of schools. Most have positive views and the large majority of those who wrote or spoke to inspectors praised the school and its staff. Although concerned about the many changes in previous years, they have total confidence in the headteacher and current staff whom they praise for the way they, as parents and carers, are supported to help their children’s learning. ‘The teachers are amazing and do a fantastic job’, is a typical comment.

Almost all parents and carers agree their children enjoy school and that they are kept safe and helped to have a healthy lifestyle. They are also pleased with the quality of teaching their children now receive, the way their concerns are listened to and how the school is led and managed. Inspection evidence supports these positive views.

Of most concern to a few parents and carers is how well their children’s needs are met and the progress children make, although most agree this has improved. Inspectors found that since the start of this academic year pupils’ needs have been met much more appropriately and their progress is improving.

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

Ofsted invited all the registered parents and carers of pupils registered at Chilton Foliat Church of England 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	68	18	31	1	2	0	0
The school keeps my child safe	39	66	19	32	1	2	0	0
The school informs me about my child’s progress	22	37	32	54	5	8	0	0
My child is making enough progress at this school	22	37	29	49	7	12	1	2
The teaching is good at this school	26	44	28	47	3	5	0	0
The school helps me to support my child’s learning	24	41	29	49	5	8	0	0
The school helps my child to have a healthy lifestyle	24	41	33	56	1	2	1	2
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)	27	46	26	44	5	8	0	0
The school meets my child’s particular needs	24	41	28	47	4	7	3	5
The school deals effectively with unacceptable behaviour	21	36	32	54	4	7	1	2
The school takes account of my suggestions and concerns	24	41	26	44	5	8	0	0
The school is led and managed effectively	28	47	25	42	3	5	2	3
Overall, I am happy with my child’s experience at this school	29	49	24	41	5	8	1	2

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.**



4 November 2011

Dear Pupils

**Inspection of Chilton Foliat Church of England Primary School, Chilton Foliat, Hungerford RG17 0TF**

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. We particularly want to thank the pupils who gave up their time to talk to us. We think your school is satisfactory and agree with you and your parents and carers that things are improving.

Here are some of the things we found that were good about the school.

- Adults take good care of you and provide good support and guidance, especially for those of you who find learning difficult.
- You are friendly, thoughtful and helpful young people who behave well and make a good contribution to your school, church and local community.
- You enjoy school and attendance levels are high.
- You have lots of extra activities, visits and visitors.
- Adults work well with your parents and carers, other schools and agencies to support your education.
- Staff are good at helping you to find out about different communities in this country and overseas.

Here are some of the things we have asked the school to improve.

- To make sure you do just as well in writing and mathematics as you do in reading.
- To carry on improving the teaching you receive and the activities you are given, so that more of you reach above average levels.
- To help subject leaders and members of the governing body to play a greater role in improving your school.

You can help by trying really hard to reach your writing and numeracy targets.

Yours sincerely

D Wilkinson  
Lead inspector

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